



2015-16
RENEWAL SCHOOL
COMPREHENSIVE EDUCATIONAL PLAN
(RSCEP)

DBN: (i.e. 01M001):

23K493

School Name:

BROOKLYN COLLEGIATE: A COLLEGE BOARD SCHOOL

Principal:

HEATHER NEWMAN

Renewal School Comprehensive Educational Plan (RSCEP) Outline

Section 1: School Information Page

Section 2: Executive Summary and Organizing Principles

Section 3: School Leadership Team (SLT) Signature Page

Section 4: Renewal School Narrative

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Expanded Learning Time (ELT)

Section 7: Community School Description

Section 8: Academic Intervention Services (AIS)

Section 9: Title I Program Information

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Brooklyn Collegiate School Number (DBN): 23K493
Grades Served: 9 - 12
School Address: 2021 Bergen Street
Phone Number: (718) 922-1145 Fax: (718) 922-2347
School Contact Person: Heather Newman Email Address: _____
Principal: Heather Newman
UFT Chapter Leader: Paul Frederic
Parents' Association President: Brian Allaway /Levette Deas
SLT Chairperson: Maxine Hall (Rotates Monthly)
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jeanette Deas
Student Representative(s): Ryan Batson
Emerald Ware
CBO Representative: Rosanna Shields

District Information

District: 23 Superintendent: Donald Conyers
Superintendent's Office Address: 335 Adams Street, Brooklyn NY 11201
Superintendent's Email Address: dconyer@schools.nyc.gov
Phone Number: (718) 923-5124 Fax: (718) 923-5145

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn 11201
Director's Email Address: bfitzge2@schools.nyc.gov
Phone Number: 718 935-3954 Fax: 718 935-2382

Section 2: Executive Summary and Organizing Principles

The Objective

The intent of this Renewal School Comprehensive Educational Plan (RSCEP) is to continue to frame a three-year process for each Renewal school and design a comprehensive plan that outlines a strategic path to a paradigm shift in each school at every level. The motivation driving this work is our commitment to providing every child with a school that meets their academic and social-emotional needs. Closely accompanying this imperative is our belief that every school can be renewed and foster a community based culture of learning. The job of the district is to use our position to provide the systemic vision, strategies, and resources to facilitate school renewal through a collaborative effort including all stakeholders.

The core values held as essential for the success of the School Renewal Program:

- A “learning stance” must be held by all community members (district leaders, school leaders, school staff, community-based partners, students and families). The work should be approached with humility and integrity. We must all be willing learners.
- A “theory of action” must guide the work to ensure clarity and coherence.
- Authentic teams that collaborate in the spirit of trust, within and across the various levels of the school community, are prerequisites for successful school renewal
- Schools will be places of robust engagement, anchored in positive youth development, ensuring that the school environment is welcoming and empowering for students, families and community members.
- Strong professional development/learning is a fundamental part of our work.
- The school renewal implementation must be simultaneously dynamic and responsive as well as sustained over the three year period of renewal.

The organizing Theory of Action that guides the [School Renewal Program](#) strategy:

By using the Six Elements of the Framework for Great schools as our improvement structure, we seek to align instructional coaching and leadership development with structural supports in order to build staff capacity. Using schools instructional foci, school leaders and staff will implement changes in curriculum, instruction, school culture and structures so that there are sustainable improvements in student outcomes and school culture.

The arc of the School Renewal Program strategy:

In order to attain high levels of achievement for all students in Renewal schools we must build capacity to increase student achievement through the adoption of new attitudes and behaviors, research based strategies that improve teacher practice, coupled with the use of clear data driven supports for building students’ skills in the content areas and increasing student engagement. We are particularly prioritizing reading and writing across the curricula. The use of student learning data will drive instruction through strong teacher teams; onsite, job embedded professional learning and problem solving, and accountability at all levels of the system: central, district and school - for results. Renewal schools are provided with intensive training, leadership and pedagogical coaching, and structural supports, monitoring of implementation and ongoing feedback and revisions as needed. Further, each Renewal school will become a Community School and strategically partner with community based organizations (CBO) to integrate social services and expanded learning time into the fabric of the school to help them better serve the needs of students. These schools will stand as centers of opportunities where families can get the supports they need to make sure students come to school ready and able to learn.

Structure of the Renewal School Comprehensive Educational Plan (RSCEP)

The Renewal School Comprehensive Educational Plan (RSCEP) will serve as the organizing and overarching document for each Renewal school and will be directly aligned and developed around the elements of the [Framework for Great Schools](#), including the following:

- Establishing an overarching summative vision aligned with elements of the Framework for Great Schools and documenting key areas of celebration and renewal through analysis of assessments and by envisioning what the desired outcome for each school will be at the end of the School Renewal process.
- Setting interim assessment benchmarks that create the path for improvement by focusing on desired outcomes and goals. In this way, the plan will be mapped to the overarching summative vision. In addition to the five discrete goals formed around the elements of the Framework for Great Schools, each school will create an action plan.
- Transformation into a community school in order to increase student and family access to physical and mental health services and other social-emotional supports made available in or near the school.
- Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners.
- Intensive professional development for all staff to ensure effective implementation of curriculum and instruction aligned to the Common Core State Standards (CCSS) and to support staff in effectively responding to the differentiated academic and social-emotional needs of all students.
- Additional, focused strategies to increase parent and family engagement.

Information on the Framework for Great Schools and the DTSDE

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and RSCEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Renewal School Comprehensive Educational Plan (RSCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs and Renewal Committees are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five (5) goals and action plans in response to the first five (5) elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other. |

Accountability Tools and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is informed by the New York State Education Department’s (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the American Institute of Research (AIR) Needs Assessment, the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYSED’s Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Education Plans also will use the tool.

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly-qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for RSCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists in every Renewal school and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the American Institute of Research (AIR) needs assessment, the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** Create a summative vision for the elements of the Framework for Great Schools.
- **Step 5:** Revisit your school's current goals, and strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you have identified, and will let your school community know when you have reached your goal.
- **Step 6:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 7:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 8:** Complete the Expanded Learning Time (ELT) and the Community School sections.
- **Step 9:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust practices along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 3: School Leadership Team (SLT) Signature Page

Directions: All SLT members are expected to sign this page to confirm their participation in the development of this Renewal School Comprehensive Educational Plan (RSCEP). SLT members' signatures indicates that they have been consulted with and given the opportunity to provide feedback on the plan and the plan's alignment with the school-based budget to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Expanded Learning Time, Community School initiative, Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

On the chart below:

1. List the names of each SLT member in the second column.
2. In the first column, indicate using an "X" if the person is an SLT member.
3. In the third column, record the position and constituent group represented such as staff, parent, student, Community Based Organization (CBO), or other contributor. Core mandatory SLT members are indicated by an asterisk*.
4. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the RSCEP, not approval.
5. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Check if SLT | Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------|----------------------------|---|----------------------|
| X | Heather Newman | *Principal or Designee | |
| X | Paul Frederic | *UFT Chapter Leader or Designee | |
| X | Brian Allaway/Levette Deas | *PA/PTA President or Designated Co-President | |
| | | DC 37 Representative (staff), if applicable | |
| X | Jeanette Deas | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| | Rosanna Shields | Community School Director (staff) | |
| X | Ryan Batson | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| X | Emerald Ware | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| X | Vernessa Minto | Staff | |
| X | Melinda Rivera | Staff | |

| Check if SLT | Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------|---------------------|--|----------------------|
| X | Donna Durant-Fuller | Staff | |
| X | Maxine-Dixon hall | Parent | |
| | | Staff/Parent/Other Contributor | |

Section 4: Renewal School Narrative

In a brief narrative, describe the current state of the Renewal school addressing the following:

1. Provide contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. What are the school's beliefs about student learning?
3. Identify any special student populations that the school has and what their specific needs are.
4. Describe the elements of the Framework for Great Schools in which the school made the most progress over the past year, and which elements remain most challenging. Be sure to include the historical progress the school has made with establishing family and community partner engagement.
5. List strong partnerships that currently exist with CBOs and or indicate whether this has been a challenge.
6. Summarize the Expanded Learning Time (ELT) opportunities that have been offered to your students this year.

Brooklyn Collegiate is a high school with 315 students from grades 9 through 12. We are located in a low socio-economic community of Ocean Hills, Brownsville. 75% of our students meet the Title I requirements for free lunch. Our student population is 86% Black, 11% Hispanic, 1% White, and 1% Asian. 4% of the student population is English language learners and 26% special needs students. Boys account for 62% of the student enrollment and girls account for 38%. The average attendance rate during the 2014-2015 school year was 83%. We are a Renewal School and we will be receiving additional resources and support from the State Department of Education to advance student achievement at the school.

The mission of Brooklyn Collegiate is to facilitate learning so that all students can master the challenges of a rigorous curriculum that will guide them to college entrance and success. We are committed to establishing a strong school community of families, teachers, and staff in support of our core mission. Our students will learn to think critically, communicate effectively, and be open to new experiences and ideas as they become lifelong learners.

It is our collective belief is that students learn best when they have a trusted, caring, and supportive teachers and staff who nurture and coach them to success. Classroom and overall school practices align with this belief in that teacher-student interactions, staff and student-student interactions are generally respectful and exhibit warmth and caring. Teachers demonstrate a willingness to work with students individually during class time, during their prep time, lunch time, before and after school.

Based on data from the 2014-2015 School Survey and the 2014-2015 School Quality snapshot our targeted populations for the 2015-2016 school year are:

- Title I low socio-economic students which make up 75% of our student population.
- Self-contained students with disabilities (SWD) which make up 14% of our student population
- Over-aged under credited students which make up 8% of our student population
- Lowest third which make up 42.5% of the student population

During the 2014 -2015 school year our overall rating for the school quality review was developing. Our strengths and major accomplishments were in the area of school culture and instructional core as it relates to tenet 2.2 the alignment of assessments to curricula and the use of the data to adjust instructional decisions.

Our instructional focus for the 2015 – 2016 school year is:

“If teachers with the support of administration and parents plan and implement core curriculum aligned tasks and incorporate literacy strategies across the content areas, then students will be able to read, write, discuss critically and analytically by using claims and counter claims to support arguments while using text based evidence”. The leading

indicators that we will focus on to accomplish our instructional focus are in the areas of Rigorous Instruction (Tenet 1,3) and Effective Leadership (Tenet 2) :

- Tenet 1.1 – Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to common core learning standards (CCLS) and/or content standards.

- We are still in the process of aligning curricula in all core subjects to CCLS and/or content standards across all subject areas. Our objective is to develop lesson plans, academic tasks, and unit plans that result in student work products, and end of unit tasks that consistently reflect rigorous higher order thinking skills across grades and subjects.

- Tenet 1.2, developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, that is aligned to the curricula, engaging, and meets the needs of all learners so that students produce meaningful work products.

- In this area across classrooms the teaching strategies have not consistently provided multiple entry points into the lesson for ELL's and special needs students. The quality of student discussions vary from very limited student led discussions to low level recall questions and answers. Our objective is to develop teacher pedagogy so that the teaching strategies that they employ encourage active student engagement and facilitate student led discussions that promote higher-order thinking and rigorous participation.

- Tenet 4.2 – Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

- Our teacher teams meet regularly to collaborate and develop instructional strategies, however tasks created by the teacher teams aligned to CCLS and the implementation of the instructional shifts is inconsistent across classrooms. Teacher team work is at various degrees of implementation across the school. Thus analysis of student work products used to make school-wide modifications to curricula is emerging. Our objective is to strengthen the instructional capacity of teachers and student achievement for a diversity of learners, through teacher collaborations that consistently promotes the implementation of CCLS and instructional shifts and the on-going modification of curricula based student work, teacher collaboration and data.

The areas that we have found most challenging are student attendance, 4 year graduation rate, credit accumulation, regents exam completion rate, college and career readiness and closing the achievement gap. In all areas we are "Approaching the Target" with the exception of closing the achievement gap which we are .1% below "Approaching Target".

During the month of May 2015 the American Institute For Research (AIR) conducted an on-site individual interview with the Principal, six teachers, and the Assistant Principal to collect data on the schools' context, history, and current practices associated with the elements of the New York City framework for great schools in the areas of rigorous instruction, supportive, environment, collaborative teachers, effective school leadership, strong family ties, and trust.

As a result of these interviews the following improvements were identified:

- Teachers feel they need targeted professional development to meet the academic needs of all students including Students with disabilities.

- While the school's CEP states that there are collaborative team structures and support that exist, there is inconsistent evidence of this practice.

- Although teachers express confidence in meeting CCLS , the SEC shows that CCLS topics are not appropriately emphasized in instructional practices with respect to time and depth.

23K493 School Information Sheet

| School Configuration (2014-15) | | | | | |
|---|-------------|---|-----|---|-------|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 357 | SIG Recipient | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | | |
| # Special Classes | 12 | # SETSS | 3 | # Integrated Collaborative Teaching | 7 |
| Types and Number of Special Classes (2014-15) | | | | | |
| # Visual Arts | 11 | # Music | N/A | # Drama | N/A |
| # Foreign Language | 6 | # Dance | N/A | # CTE | N/A |
| School Composition (2013-14) | | | | | |
| % Title I Population | 78.2% | % Attendance Rate | | | 83.4% |
| % Free Lunch | 79.3% | % Reduced Lunch | | | 6.5% |
| % Limited English Proficient | 3.6% | % Students with Disabilities | | | 22.0% |
| Racial/Ethnic Origin (2013-14) | | | | | |
| % American Indian or Alaska Native | 1.3% | % Black or African American | | | 86.6% |
| % Hispanic or Latino | 10.1% | % Asian or Native Hawaiian/Pacific Islander | | | 1.6% |
| % White | 0.5% | % Multi-Racial | | | N/A |
| Personnel (2014-15) | | | | | |
| Years Principal Assigned to School (2014-15) | 10.34 | # of Assistant Principals (2014-15) | | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | | 1 |
| Personnel (2013-14) | | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | 3.7% | % Teaching Out of Certification (2013-14) | | | 35.4% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.7% | Average Teacher Absences (2013-14) | | | 6.25 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | | |
| ELA Performance at levels 3 & 4 | 9.8% | Mathematics Performance at levels 3 & 4 | | | 2.4% |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | | 24.4% |
| Student Performance for High Schools (2012-13) | | | | | |
| ELA Performance at levels 3 & 4 | 50.6% | Mathematics Performance at levels 3 & 4 | | | 42.6% |
| Credit Accumulation High Schools Only (2013-14) | | | | | |
| % of 1st year students who earned 10+ credits | 61.6% | % of 2nd year students who earned 10+ credits | | | 62.9% |
| % of 3rd year students who earned 10+ credits | 68.8% | 4 Year Graduation Rate | | | 56.3% |
| 6 Year Graduation Rate | 81.1% | | | | |
| Overall NYSED Accountability Status (2014-15) | | | | | |
| Reward | | Recognition | | | |
| In Good Standing | | Local Assistance Plan | | | |
| Focus District | X | Focus School Identified by a Focus District | | | X |
| Priority School | | | | | |
| Accountability Status – Elementary and Middle Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | NO |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |
| Accountability Status – High Schools | | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | NO |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | NO |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | NO | | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | | YES |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | | N/A |
| White | N/A | Multi-Racial | | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | | N/A |
| Economically Disadvantaged | YES | | | | |

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

| | | |
|---|---|--------------------|
| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment, and other relevant qualitative and quantitative data. | | |
| Tenet 3 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 3.2 | The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students. | D |
| 3.3 | Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs. | D |
| 3.4 | The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities. | P |
| 3.5 | Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Administration and teachers support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS). We are still developing curricula, units of study, lesson plans and academic tasks that are CCLS / NYS content standards aligned and data driven that address the student achievement needs of our diverse learners. Our goal is to continue to develop a school culture in which teachers make data –driven decisions regarding student needs. We want to continue to build teacher capacity so that they can make adjusts to curriculum and instructional practices based on the analysis of qualitative and quantitative data. Ultimately we feel that a data driven culture will lead to strategic action-planning that informs instruction and results in greater student achievement outcomes.</p> <p>To further develop in tenet 3 we will do the following:</p> <ul style="list-style-type: none"> Continue to provide Teacher Teams with weekly scheduled collaboration and planning time to analyze student data and document needed instructional adjustments in teacher practice. Continue to scheduled inter-visitations for all teachers with emphasis on building teacher capacity. | | |

- Continue to develop uniform methods to provide school-wide feedback regarding the results of student data analysis, and instructional adjustments in teacher practices.
- Continue to modify and revise curricula, lesson plans, units of study, and academic tasks.
- Administration will continue to monitor teacher implementation of instructional adjustments in teacher practice through formal and informal observations.

Part 2 – Summative Vision for Rigorous Instruction

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE, AP, etc.) will be implemented? How will the instructional shifts be evident?
2. What rigorous learning experiences will students engage in through Expanded Learning Time?
3. What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?
4. How do the teachers use multiple entry points to ensure the success of every child?
5. How will consistency be supported across school faculty and community educators and across a longer learning day?
6. What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?
7. What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools)
8. What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools)
9. What graduation rate do you aspire to achieve by year two? (High Schools)

Summative Vision for Rigorous Instruction

What curricula will be implemented? How will it be scaffolded for all students? What academic programs (CTE , AP, etc.) will be implemented? How will the instructional shifts be evident?

The school will implement Engage NY in English and Mathematics, the NYC Framework for Social Studies and BoardWorks for Science, NYS Health curriculum and teacher made curriculum for the various electives including PE. Teachers will create and execute a lesson plan template that identifies access points for all learners.

- The school currently participates in the NYC APEX program running four AP courses next year we will be adding two more courses. The school is an AVID certified school and also uses College Summit for creating a college going culture. College Now courses with Medger Evers College will be offered. Online support programs include Study Island, National Geographic, Plato, Apex, and Achieve 3000. SpringBoard will be used to support Math and English instruction.
- The instructional shifts will be evident by student centered instruction with student making and supporting evidence based claims. Lessons with a variety of questions including higher level questions that lead to inquiry based learning and discussion. Teacher lessons will have multiple access points for students to access the content and skills of the lesson. Teachers will conduct regular varied and many assessments throughout the lesson and unit of study and for strategic benchmarks.

What rigorous learning experiences will students engage in through Expanded Learning Time?

Expanded learning opportunities for all students, including additional instruction provided during afterschool and/or summer programming provided in collaboration with community partners. During ELT rigorous learning will take place during a multiplicity of experiences. Students will have the opportunity to shore up skills in Math and literacy. Students

will be a part of the yearbook, school magazine, book club, Math Team, the Debate Team, Regents Prep, make up and accelerated classes. Students will learn study skills, SAT prep and CTE course like culinary arts and graphic arts.

What will the pedagogical practice look like? What will the mode of instruction be? What will classes look like?

The pedagogical practice will mirror the instructional shift (workshop model) seen in the earlier part of the day and in some cases a more hands on inquiry approach to learning. The instructional practice will be what is most appropriate for the subject being taught. Using a well-planned lesson and infusing technology when possible, teachers will use a variety of teaching strategies to engage students in learning such as workshop model, discovery learning, and station teaching. The mode of instruction will generally be traditional and in some cases, hybrid or full online depending on student needs. Board work will include an agenda of daily activities, aim, entry assignments, and homework. Classes will be print rich with student work and reflective of the content being taught.

How do the teachers use multiple entry points to ensure the success of every child?

Teachers will use multiple entry points to accommodate a variety of learners. Teachers will use purposeful grouping and varied tasks to address learning styles, abilities, and interests. By continually assessing students' progress, teachers will modify their lesson plans accordingly. Teachers will be provided targeted professional development to enhance their ability to provide multiple access points for all students. Teachers will be taught and use UDL .

How will consistency be supported across school faculty and community educators and across a longer learning day?

Consistency will be evident through vertical and horizontal team planning and classrooms. ELT and classes during the day will be discussed at common planning to address content learning objectives.

Many of the courses will be taught by the regular staff and professional development will occur on a regular basis for the ELT staff to bring them into alignment. All ELT staff will be observed and supported daily.

What will the assessments be? How will the data be collected and used? Who will analyze it and see that next steps are taken pedagogically and with regard to curricular revisions?

Using uniform unit, midterms, and finals, teachers will use scantron to collect data and analyze, and revise curricula accordingly. The data will be shared during common planning and teacher groups along with administration will develop strategies to address units of concern.

Teachers will collect data on their students daily. They will use a variety of assessment tools, including but not

limited to previous Regents and SAT exams to gauge their students' progress and the information will be captured in our online grading system. The teacher in conjunction with the instructional team will meet and discuss progress, interventions, and curricular revisions.

What percentage of students do you expect will show measurable growth in ELA and Math by year 2? (Elementary and Middle Schools. N/A

What percentage of students do you expect will be at college readiness in English and Math by year two? (High Schools) Based on the "Meeting Target" values in our October 2014 School Quality Guide our College and Career Preparatory Course Index for 2015 -2016 is **24.9%**.

What graduation rate do you aspire to achieve by year two? (High Schools)

Based on the "Meeting Target" values in our October 2014 School Quality Guide our Progress Toward Graduation –Year 2 & 3 target for the 2015 -2016 school year is **64%**.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Rigorous Instruction. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 all teachers will implement instructional Witsi strategies using Springboard and Engage NY so that all students including ELL's the lowest third, and students with special needs experience rigorous academics that promote critical thinking and mastery as evidenced by 64% of students graduating in 4 years.

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p> |
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| <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change:</p> | | | |
| <p>1 Activity – The “STARS Graduation Analysis Report” and the New Visions data toll will be used to identify students who have credit gaps and are behind in credit accumulation to develop an individual student action plan.</p> <p>2 Activity – Teachers will collaborate to develop lesson plans that are aligned to CCLS which include strategies for student engagement, higher order thinking questions, etc that will include the following categories:</p> <ul style="list-style-type: none"> - Formative Assessment - Summative Assessment <p>3 Activity - Continue to provide teachers and paraprofessionals with additional professional development (PD) to develop teachers’ capacity to align instructional tasks to CCLS to elevate the existing level of rigor and teacher ability to develop questions and instructional activities that help students develop higher order thinking skills. (Tenet 3.2) Topics for PD will include but not be limited to the following:</p> <ul style="list-style-type: none"> - Springboard and Engage NY Math - Student Inquiry - Springboard Close Reading and Writing Strategies - Providing multiple entry points throughout the lesson | <p>Students</p> <p>Teachers</p> <p>Para's</p> <p>Teachers</p> <p>Para's</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Students</p> <p>teachers</p> <p>Teachers</p> <p>Students</p> <p>Teachers</p> <p>Students</p> | <p>9/2015 – 6/2016</p> <p>10/2015 – 6/ 2016</p> <p>10/2015 – 6/2016</p> <p>9/2015 – 6/2016</p> <p>10/ 2015 – 6/ 2015</p> <p>9/2015 – 6/2016</p> <p>10/2015 – 6/2015</p> <p>09/2015 – 6/2015</p> | <p>Administration</p> <p>Guidance</p> <p>Administration</p> <p>Teacher Teams</p> <p>Administration</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p> <p>Administration</p> <p>Guidance Counselors Teachers</p> <p>Administration</p> |

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| <p>- How to analyze and extrapolate data from formative and summative assessments i.e Mock regents, NYSESLAT, and NYS ELA/Math exams.</p> <p>- How to incorporate Witsi strategies into the curriculum as well as in the classroom.</p> <p>- How to create and monitor rigorous tasks aligned to the common core</p> <p>5 Activity – Teachers will review and devise instructional strategies for meeting the needs of under-credited students during common planning and inquiry team meetings. Utilizing Witsi and Springboard writing strategies as well as the inquiry process.</p> <p>6 Activity – Administration in collaboration with teachers will schedule times to review school data in order to collaborate and plan revisions of curriculum, units of study, and academic tasks with an emphasis on higher order thinking skills and literacy development across curricula in line with our instructional focus.</p> <p>7. Activity - Increase college and career preparatory course index by offering two additional AP courses i.e. computer science and AP literature.</p> <p>8. Activity – Guidance Department will develop and implement a “Guidance Plan” to supplement the college and Career Readiness initiatives i.e. College Summit and conduct cohort meetings</p> <p>9. Activity – Develop a plan for increasing student achievement for students who scored below grade level in a core course to maximize success on the Regents exam and increase graduation rate. (Tenet 3.5)</p> <p>10 Activity – Administer a school-wide reading assessment through Achieve 3000 to determine individual reading levels of all students and incorporate research based instructional strategies in lesson plans to meet individual student needs.</p> <p>11. Activity – Retrain teachers on the implementation and usage of all software programs that impact student achievement i.e. PLATO, Achieve 3000, SKEDULA, etc.</p> <p>12. Activity – create a “College Tour” committee to create a schedule for college tours i.e. Historical Black College & University tour , Syracuse University, Rutgers University, local Colleges and/universities, etc.</p> | | <p>09/2015 – 6/2015</p> <p>10/2015 – 6/2016</p> <p>10/2015 – 6/2016</p> | <p>Guidance</p> <p>Administration</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p> |
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| <p>Strategies to address the needs of students with disabilities, English language learners, and other high need student subgroups (e.g., overage/under-credited, SIFE, STH)</p> | | | |
| <p>1. Activity- Teacher teams will collaborate and plan revisions to curriculum to meet the needs of diverse learners. Inquiry teams will meet to analyze student work and utilize Witsi strategies.</p> <p>2. There will be on-going collaboration between the ELL and Special Education teachers and the content area teachers using intervisitations to identify best practices.</p> <p>3. During morning PD, ELL and ISS teachers will assist all teachers in providing differentiation for all groups evidenced in daily lesson plans.</p> <p>4. During ELT (Extended Learning Time) students will be given credit bearing classes to improve credit accumulation.</p> | <p>Teachers</p> <p>Teachers</p> <p>Parents</p> | <p>6/2016</p> <p>9/2016-6/2016</p> <p>9/2015-6/2016</p> | <p>Teachers</p> <p>Administration , teachers</p> <p>PTA, Guidance Counselor, parent Coordinator, CBO</p> |
| <p>Engaging families and supporting their understanding of rigorous instruction and the common core in order to support their children at home.</p> | | | |
| <p>1. Activity- Parent Teacher association and parent advisory council in collaboration with the parent coordinator , the guidance department, and the CBO will schedule parent workshops including but not limited to the following topics.</p> <p>Common Core Learning Standards</p> <p>Higher Order Thinking Skills</p> <p>Instruction for ELL and SWD students</p> <p>Curriculum requirements</p> <p>Graduation requirements</p> | | | |

Part 5 – Budget and Resource Alignment

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| <p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <p>1. Schedule time for teacher team meetings for common planning and inquiry in daily schedule</p> <p>2. Allocate funds in school budget for:</p> <p>Teacher Per session for professional development activities</p> <p>- Purchase of Software Programs.to supplement student learning i.e. PLATO, Datacation / SKEDULA , SAT on-line Course, College Summit, Achieve 3000, , SAT on-line course, etc</p> |

- Purchase of supplemental and enrichment materials

- Allocate funds for college tours i.e. transportation , hotel, meals, entertainment, etc..

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | X | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmark Timeframe

Student achievement on teacher made Unit tests, and 10/2015 – 6/2016 (Reviewed Monthly)

Regents Prep tests

Student January Regents Exam results 1/2016

Student June Regents Exam results 6/2016

Teacher lesson plan review by Administration 10/2015 – 6/15/2016

Teacher Team Meeting Agendas/Minutes 9/2015 – 6/2016

Student report card grades at the end of each marking period.

Student Attendance 9/2015 – 6/2016 (Reviewed Monthly)

Transcript review by Guidance Dept. Quarterly

Standardized Mid-Term Exams 2X per year

Standardized Final Exams 2X per year

STARS Graduation Analysis Report 9/2015 – 6/2016 (Reviewed at the beginning & end of each term)

Student College Acceptance Letters 9/2015 – 6/2016

New Visions Data Tool- Sorter and Gaps Analyzer

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 5 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 5.2 | The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success. | E |
| 5.3 | The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students. | E |
| 5.4 | All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision. | E |
| 5.5 | The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. | | |
| <p>Brooklyn Collegiate staff is very effective in tenet 5. This is an area that the school does well. Administration is continually aligning and re-aligning the use of resources to support the schools’ instructional goals and foster partnerships with other organizations to support and sustain social and emotional development. Long standing partnerships have been established with:</p> <p>- Counseling In Schools (CIS) will provide counseling and referrals for students that need socio -emotional support. They will also focus on students that are chronically absent/ late or at risk for dropping out of school. Counseling will be conducted with individuals as well as in groups.</p> <p>- Sports and Arts In Schools Foundation (SASF) to provide sports, performing arts, leadership, community outreach, cooking, and a drum-line.</p> <p>- Academics In Motion (AIM) a mentoring program that provides academic enrichment, SAT, ACT and regents prep, and social and emotional development.</p> | | |

To help facilitate initiatives and programs for the 2015-2016 school year, CIS will employ Master's level clinicians to provide direct service to students, work with families, support school staff and make links to outside referrals for health, mental health, academic and recreation programs, as needed. Our clinicians are experienced in approaching the work through a whole child model, assessing intrapersonal and interpersonal needs that include environmental factors. Services that would be provided based on assessment would include:

- Individual Counseling: one on one meetings with students to discuss areas of needed development including social, emotional, behavioral, academic and relational skills
- Group Counseling: general support or work around a common theme with a small group of students
- Family Support: individual meetings, family meetings, concrete needs assessment, home visits, parent events and workshops
- School Staff/Teacher Professional Development: in-class teacher support, experiential workshops addressing topics such as understanding child development, emotional/social awareness, burnout (VT) prevention, care for the caregiver
- Whole school crisis intervention: implementing or supporting individual incident intervention, organizing/supporting school- based crisis team, implementation of crisis response structures
- Resource Coordination: implementation and support of school-wide initiatives, participation in the school leadership team, PPT meetings, attendance meetings, stake- holder meetings, town hall initiatives, neighborhood fairs, research and identification of community resources, assistance with family access to resources

Extended Learning Time- Extended Learning Time programs conducted by CIS aim to engage children in a variety of courses and activities that support learning and expand their areas of interest while maintaining a focus on self-esteem and positive peer relationships. Academically focused ELT programs may include tutoring, SAT Prep, Regents Prep/ Review, etc. Enrichment programs may include theater, art, dance, martial arts, yoga, robotics, etc.

A review of the 2014-2015 School Environmental Survey students, staff and parents felt safe inside the school however, safety outside of the school building was the main concern of administration, students, and parents.

Part 2 – Summative Vision for Supportive Environment

In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Consider the following questions:

1. How would you want school stakeholders to describe the school?
2. What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?
3. How is student voice and leadership supported?
4. What social-emotional learning framework will your school adopt (RULER, PBIS, etc.)?
5. How should the school be more proactive in promoting improved students social-emotional skills? How should counseling happen?
6. How will your school team measure social-emotional development?
7. How would teachers, community partners, and school leaders use data to respond to student social and emotional needs?
8. Indicate how your attendance and chronic absenteeism rates will improve?

Summative Vision for Supportive Environment

1 How would you want school stakeholders to describe the school?

Brooklyn Collegiate is a school that promotes a culture for learning that communicates high expectations to staff, students, and families, and provides supports to achieve those expectations. The school supports the academic and personal growth of students and adults. As per the 2014-2015 School Environmental Survey students, parents, and staff feel that the school is safe . They feel academically as well as emotionally supported.

2 What do the CBO partnerships look like? How do they sustain and support the social and emotional growth and health of your students?

Currently we partner with three CBO's , CIS , SASF , and AIM. All three provide services and activities that support the social and emotional growth and health of our students.

CIS programs are staffed and supervised by advanced level counselors with extensive experience in child and family counseling. Their programs are custom-designed to meet the unique needs of each community. Some of the issues their core counseling services address are Attendance Improvement/ Dropout Prevention, Violence Prevention, Homelessness, Trauma and Social/Emotional Literacy. They provide both individual and group counseling:

Individual counseling offers students an opportunity to develop caring relationships with responsible adults who are specially trained to address their social and emotional needs. Individual counseling provides students with an opportunity to:

- discuss and establish goals
- explore and learn about the obstacles that may be negatively affecting their social, emotional and academic development
- create problem-solving strategies that enable them to successfully achieve academically in school
- increase their self-confidence
- have a greater understanding of the behavioral choices they are making
- gain the desire to set and achieve personal goals and
- gain a greater capacity to integrate into a school/learning environment

Groups counseling focuses on general support around a common theme such as:

- anger management
- bereavement
- gender-based issues

- life transitions

- managing family stress

SASF programs provide sports, performing arts, leadership, community outreach, cooking, cheerleading Chess club, and a drum- line.

AIM programs provide mentoring, academic enrichment, SAT, ACT and regents prep, to support academic, and social and emotional development.

3 How is student voice and leadership supported?

Student voice and leadership is supported through the Student Government and student members on the School Leadership Team. The Principal also promotes an open door policy in which staff, students, and parents are encouraged to meet and speak with the Principal on an as needed basis.

CBOs Address student voice and leadership through Positive youth development and student advocacy will be supported through the therapeutic relationships between counselors and students. CIS counselors will work to help students advocate for themselves regarding the questions, concerns and desires in seeing change in the school community both on an individual basis and through the use of student focus groups. The implementation of town hall meetings will provide a forum for student voice and input. CIS will work collaboratively with the school to improve school culture by meeting student's basic psychological needs that include autonomy, a sense of belonging, competence and recognition of effort and student leadership development. Town hall style meetings will be organized and led by students. Students will receive the support they need to present topics of relevance to their fellow students in a manner which will foster dialogue and increase the involvement of the student body at large. This process will open a critical avenue of expression for student needs.

4 What social-emotional learning framework will your school adopt (RULER, PBIS , etc.)?

The social-emotional learning framework that Brooklyn Collegiate will adopted is PBIS , Positive Behavioral Intervention System to reduce suspensions and increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Through the PBIS framework we will develop a school culture and school environment that increases teaching and learning for all students. Using the PBIS framework we will:

- Implement PBIS practices and strategies school-wide

- **Use** a problem- solving approach
- Examining and improving the entire school climate.
- Create a PBIS Team that consists of the CBOs , Administration, Teachers, Guidance, Parent Coordinator, Family Worker, and student representatives
- Use data to examine the reasons behaviors are occurring
- Implement changes and interventions designed to address the identified needs.
- Employ fair and consistent discipline practices

During the 2013-2014 school year we had 30 Principal suspensions in comparison to 80 in the 2014-2015 school year. For the 2013-2014 school year we had 22 Superintendent suspensions in comparison to 6 during the 2014-2015 school year. We will use PBIS and our partnerships with the CBOs to build on existing strengths and to analyze suspension data to determine the types of infractions and to find solutions/alternatives to suspension.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Supportive Environment. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the CBO , Counseling In Schools in collaboration with the attendance committee, the pupil personnel committee, guidance, SASF , AIM and the parent coordinator will provide resources to increase student attendance to 83.5%.

Part 4 – Action Plan

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| <p>in collaboration with the Dean will continue the following activities (Tenet 5.3):</p> <ul style="list-style-type: none"> - Every other month a school assembly by grade and/or school wide facilitated by Guidance, outside vendors, and the Dean will be scheduled to address such topics as Bullying, Conflict Resolution, Human Rights, Respect for All, and the Chancellor’s Discipline Code. - Signs will be posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All, and the Chancellor’ Discipline Code. - The Guidance Counselors and Dean will collaborate with the School Safety Team to identify safety issues and find solutions. <p>5 Activity – In addition to phone calls, letters, and home visits the incentive program will allow us to offer incentives to students and their families for meeting specific attendance goals in the form of gift certificates, books, tickets to sporting events, special assemblies, etc.</p> <p>6 Activity - Schedule school-wide assemblies that celebrate/ reward good citizenship, perfect attendance, academic improvement and excellence, and honor roll.</p> <p>7 Activity - In addition to the chancellors Student Conduct Code the CBO in collaboration with Administration, the Dean, Guidance, and the Attendance Department will develop procedures and rules for attendance, behavior, fighting, bullying uniform non-compliance, cutting class, etc.</p> <p>8 Activity – Continue to partner with CBO’s to establish clubs and activities that motivates students to come to school on a regular basis and interact positively with other students, and to participate in activities that spark their interest. (Tenet 5.2 & 5.3)</p> <ul style="list-style-type: none"> - Community Outreach club (SASF) i.e. neighborhood clean-up - Debate Team (Solomon Initiative) - Learning Leaders club (SASF) - Drum-line (SASF) - Step Team (SASF) | | <p>10/2015</p> <p>1/2016</p> <p>10/2015 – 6/30/2015</p> | <p>CBO</p> <p>Guidance</p> <p>Dean</p> <p>CBO</p> <p>Guidance</p> <p>Dean</p> <p>CBO</p> <p>Administration</p> <p>Guidance</p> <p>Dean</p> <p>CBOs</p> <p>Administration</p> <p>Teachers, CBOs</p> <p>Administration</p> <p>CBOs</p> <p>Administration</p> <p>Administration</p> <p>CBO</p> <p>Guidance</p> |
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| <p>- Drama Club</p> <p>- Dance Team</p> <p>- Basketball</p> <p>- Culinary arts</p> <p>9 Activity –In collaboration with Student Council and CBO’s schedule special events and assemblies to promote school spirit, cultural diversity, and respect for all.</p> <p>10 Activity - Establish partnership with local merchants to provide student incentives in the form of gift cards, apprentices,internships, part-time jobs, etc.</p> <p>11 Activity - Initiate a school-wide student “Monkey Survey” to gain knowledge of our students. Students will be asked questions about their likes/ dislikes, family, classes, goals/dreams, the curriculum, needs, and their opinions of the school.</p> <p>(Tenet 5.2)</p> <p>12 Activity – Implement the PBIS program with an emphasis on the reduction of student suspensions.</p> | | | |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>1 Activity – The CIS staff and Guidance counselor will identify all other subgroups and create support services to meet their needs.</p> <p>2 Activity – The guidance counselor and CIS staff will continue to attend McKinney Vento training</p> <p>3 Activity – The Guidance Counselor and CIS staff will initiate outreach to DOE coordinator at the Shelters</p> <p>4 Activity – Develop an advisory in conjunction with the CBO for SWDs to create strong relationships within peers and faculty members</p> | <p>Students</p> <p>Guidance Counselor</p> <p>Family Worker</p> <p>Guidance Counselor</p> <p>Teacher</p> | <p>10/2015 –</p> <p>6/2016</p> <p>10/2015</p> <p>10/2015</p> <p>10/2015</p> | <p>Guidance</p> <p>Administration</p> <p>Administration</p> <p>Administration</p> |
| <p>Engage families and expand their understanding of a supportive environment in order to support their children at home.</p> | | | |
| <p>1 Activity - Parent Teacher Association (PTA) in collaboration with the Parent Coordinator, the School Based Support Team, the Pupil Personnel Committee,</p> | <p>Parents</p> | <p>10/2015 –</p> <p>6/2016</p> | <p>Administration</p> <p>Guidance</p> |

| | | | |
|--|--|--|--------------------------------------|
| <p>and CBO, Counseling in Schools will schedule parent workshops including but not limited to: (Tenet 5.2)</p> <ul style="list-style-type: none"> - Traumatic Stress Disorder - Conflict Resolution - Character Development - Dealing with Teenagers - Graduation Requirements - College Readiness - College Entrance Examinations (SAT/ACT) - SKEDULA software program home connection - PLATO Credit Recovery Program | | | <p>Parent Coordinator</p> <p>CBO</p> |
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Part 5 – Budget and Resource Alignment

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| <p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> |
| <ul style="list-style-type: none"> • Schedule monthly student assemblies • Allocate funds to pay vendors for student assemblies • Provide training for students on Peer Mediation • Schedule Parent Workshops • Allocate funds for Parent Workshops • Allocate funds for teacher professional development, software • Hire an additional special education teacher. • Schedule quarterly perfect attendance and academic achievement assemblies. • Allocate funds for PSAT exams • Allocate funds for per session for Guidance Counselors. • Allocate funds for per session for Teachers • Allocate funds for per session for Family Worker • Allocate funds to purchase student Incentives. |

- Allocate funds for STH student supplies
- Allocate funds for the purchase of supplemental materials i.e. novels, software, etc.
- Allocate funds for supplies
- Allocate funds for School Messenger Service
- Allocate funds for supplies for Honor Society activities

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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|---|-----------------|---|-------------|--|------------|---|------------------|---|--------------------------|---|-------|
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | X | 21 st Century | X | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmark Timeframe

- Monitor student attendance using the RRSA , Attendance Report . Weekly
- Document all outreach efforts and correspondence in ATS in ilog and place in binder in Attendance Office. Daily Call parent on the third day of absence in the native language of the parents or guardians.
- Mail postcards weekly. Weekly
- Family Worker makes home visits on the 3rd day of absence, when all other outreach (phone calls & mailing) have failed.

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 4 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 4.2 | School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs. | D |
| 4.3 | Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. | D |
| 4.4 | Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students. | D |
| 4.5 | Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring). | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As per our internal self-rating we have agreed that although, we were proficient in tenet 4 for the 2014-2015 school year based on the new statements of practice for tenet 4 we are developing in all areas. The general consensus is that we need to implement a plan to create a different learning environment that is tailored to the strengths and needs of all students including ELLs , SWDs , over-aged under credited students, and the lowest third . Our focus in this area will be on organizing instruction, lesson plans, and planning to provide :</p> <ul style="list-style-type: none"> Multiple entry points into each lesson to accommodate the needs of ELL’s SWD’s and our lowest third.. Lesson plans, unit plans and academic tasks that meet the needs of all students Teacher team planning that focuses on instructional shifts, curriculum and CCLS alignment, and student progress. | | |

Part 2 – Summative Vision for Collaborative Teachers

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| <p>In a narrative, outline the Renewal Committee’s vision for this element, upon completion of the Renewal Program. Questions to consider:</p> <ol style="list-style-type: none"> How is the school organized to promote teacher collaboration? What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams? |
|---|

3. How are teachers providing opportunities for to deepen learning for higher achieving students?
4. What system do teachers use to ensure that every child is safe in their class?
5. What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?
6. How do you intend to use community educators / partners to support a collaborative teaching approach?

Summative Vision for Collaborative Teachers

How is the school organized to promote teacher collaboration?

Currently teachers have 4 morning PD periods built into their weekly schedule. To continue the work that has already been done we want to continue to build on strategic action-planning that informs instruction and results in greater student achievement Currently we:

- Provide Teacher Teams with weekly scheduled collaboration and planning time to analyze student data and document needed instructional adjustments in teacher practice.
- Provide scheduled inter-visitation for all teachers that focus on building teacher capacity.

We want to develop a uniform method to provide feedback school-wide regarding the results of student data analysis, and instructional adjustments in teacher practices.

What teaching and learning look like? What underlying principles would influence the creation units and lesson plans? Do teachers work on units and lessons in teams?

♣ The delivery of lessons and curriculum will involve learning that promotes rigor through:

- Student groupings that promote active engagement and participation by all students
- Lessons that promote Higher order thinking and reasoning skills using DOK (Depth of Knowledge Stems) and Hess' Matrix

How are teachers providing opportunities for to deepen learning for higher achieving students?

- Differentiation will be incorporated in the lesson plans so that the tasks, assignment, and units of study include more advanced levels for higher achieving students.
- Higher achieving students will be enrolled in AP classes and given assignments which are differentiated .

What system do teachers use to ensure that every child is safe in their class?

- Teachers promote positive classroom interactions between teacher and students and among students through posted classroom rules, character development/respect for all lessons, and established classroom routines.
- The school promotes respectful, caring, and sensitivity among students as individuals through:
 - Implementation of a student monkey survey to establish knowledge of individual students' interests and needs.
 - Incorporating opportunities for students to share their heritage in lessons, cultural events, and participation in community events.
 - Creating e classroom culture in which the teacher and students use courtesies such as "please", "thank you", and excuse me whenever appropriate as defined in posted classroom rules and teacher guided discussions.

- School uniform policy, classroom code of conduct, and school rules will be strictly enforced by administration, teachers, dean and all staff to promote a safe environment
- Teachers stand at their doors at the end of class and monitor the hallway during change of classes.
- Teachers inform Dean and Administration of any adverse conversations or conflicts.

What data should teachers review regularly to ensure they plan for individual student needs? Should the teachers review student work collaboratively in teams?

- Regularly teachers should review student attendance, homework, class assignments, teacher- made test, unit tests, quizzes, and IEPs .
- Student work should be reviewed collaboratively by teacher teams on a weekly basis to identify instructional shifts, and provide feedback to colleagues.

How do you intend to use community educators / partners to support a collaborative teaching approach?

In support of our work with students to address their needs, Counseling in Schools’ staff will engage in individual teacher trainings throughout the school year. Individual teacher training is provided through the integration of a counselor into the classroom during pre-arranged class periods. Teachers will meet vertically and horizontally twice a week. Counselors will attend two of the meetings to develop ways to support students in the classroom.

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Collaborative Teachers. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 teachers will collaborate within teacher teams to analyze student data, student work samples, formative and summative assessments with a focus on improving student performance as evident by an increase in Regents completion rate of 41.5%

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p> |
|--|---|---|--|
| <p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <p>1. Activity – Administration will develop a professional development plan to address teacher growth in domain 3b and 3c of the Danielson Framework for Teaching</p> <p>1 Activity – Teacher teams will develop uniform procedures and methods to provide school-wide feedback regarding the results of student data analysis, and the required instructional adjustments in teacher practice.</p> <p>2 Activity – Teachers will participate in the development of a school-wide professional development plan that includes a professional learning cycle based on the Framework for Great Schools initiative, the teachers needs survey, and student data that includes but is not limited to:</p> <ul style="list-style-type: none"> - The Six Elements of the Framework for Great Schools - Data Analysis - How to use data to drive instruction. - Creation and implementation of instructional strategies in the classroom - Curriculum and CCLS alignment - Implementing Rigorous instruction - Incorporating Blended Learning | <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Lead Teachers</p> <p>Teachers</p> <p>Lead Teachers</p> <p>Teachers</p> <p>Teachers</p> | <p>10/2015-6/2016</p> <p>10/2015 – 6/2016</p> <p>10/2015 – 6/2016</p> <p>10/2015-6/2016</p> <p>10/2015 – 6/2016</p> <p>9/2015 – 6/2016</p> <p>9/2015 – 6/2016</p> <p>9/2015 – 6/2016</p> <p>9/2015 – 6/2016</p> | <p>Administration</p> <p>Administration</p> <p>Teacher Teams</p> <p>Administration</p> <p>Teacher Teams</p> <p>CBO</p> <p>Outside Vendors</p> <p>Administration</p> <p>Administration</p> <p>Teacher Teams</p> <p>CBO</p> <p>Outside Vendors</p> <p>Administration</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p> |

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|---|---|---|---|
| <ul style="list-style-type: none"> - Social – Emotional Development Strategies - Remedial Skill Building - Integration of Technology - Study Skills - Note Taking Skills <p>3 Activity - Administration will provide opportunities during and after school for teachers to collaborate and plan revisions of curriculum, units of study, and academic tasks with an emphasis on higher order thinking skills and literacy development across the curricula as our instructional focus. (Tenet 3.4)</p> <p>4 Activity –Teachers will develop curricula, lesson plans, units of study, and academic tasks that provides opportunities for higher achieving students to deepen their learning.</p> <p>5 Activity –Administration in collaboration with teachers will use scheduled Professional Development days to plan and analyze progress towards goals. Achievement and progress will be measured based on Mock Regents, MOSL, teacher made tests and APEX online credit recovery program reports, etc. (Tenet 3.2 & 3.5)</p> <p>6 Activity – Teachers will set-up content specific common core aligned stations in their classrooms with activities and academic tasks that include research, technology, projects, and writing to provide additional multiple entry points.</p> <p>7 Activity – Administration in collaboration with instructional lead teachers will create a teacher inter-visitation schedule that provides teachers with the opportunity to observe the instructional practices, classroom management skills, and classroom environment of other teachers.</p> <p>8 Activity – Administration will schedule time for Lead teacher meetings, teacher common planning meetings, and inquiry team meetings.</p> | | | <p>Administration</p> <p>Teachers</p> |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> | <p>Students</p> <p>Teachers</p> <p>Students</p> <p>Students</p> | <p>9/2015 – 6/2016</p> <p>9/2015 – 6/2016</p> | <p>Administration</p> <p>Teachers</p> <p>Administration</p> |

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|--|--|---|--|
| <p>1 Activity – During morning PD teachers will review lesson plans for evidence of multiple entry points for ELLs, SWDs, Lowest third, etc.</p> <p>2 Activity - Teacher teams will collaborate with the ELL teacher and Special Ed. teachers to plan revisions to curriculum , units of study, and academic tasks to address the needs of ELL’s and special needs students (SWD).</p> <p>3 Activity - Curriculum revisions/modifications will be designed to cognitively engage a diversity of learners with multiple entry points i.e. ELL’s and SWD’s : (Tenet3.3)</p> <p>- 4. Activity In cohort meetings, guidance counselors, administrators, testing coordinator, and programmer will create a chart of regents and when students should be testing. The guidance counselor will verify each student has been correctly scheduled for exams.</p> <p>- The Grade Committee, Pupil Personnel Team Committee, and the Instructional Support Committee will meet every Monday.</p> <p>- PLATO, the credit recovery program will be available to ELL’s, SWD’s, and over-aged/under credited students.</p> | | 9/2015 – 6/2016 | ELL Teacher Teachers Teachers |
| <p>Strategies to promote teacher-parent collaborations to improve student achievement.</p> <p>1. Activity –Teachers will maintained the SKEDULA software program which allows parents and students to check syllabus, current grades and homework online 24 hours a day; grade reports and text messages are sent to students and/or parents.</p> <p>2 Activity – Administration will review SKEDULA usage and other data reports to ensure that teachers are inputting all of the necessary data in a timely fashion.</p> <p>3 Activity - Administration in collaboration with the parent coordinator will schedule professional development workshops for small groups of parents (5-10) to assist them in understanding CCLS, Regents Requirements, College and Career Readiness and meeting graduation requirements</p> | Parents Students Administration Teachers Parents | 9/2015 – 6/2016 9/2015 – 6/2016 9/2015 – 6/2016 | Administration Teachers Administration Administration Parent Coordinator |
| | | | |

Part 5 – Budget and Resource Alignment

Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Allocate funds for Teacher Per Session

Allocate funds for the purchase of supplemental material

Allocate funds for the renewal of:

- The AVID program
- College Summit
- PD 360

Part 5b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

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|---|-----------------|---|-------------|--|------------|---|------------------|--|--------------------------|--|-------|
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmark Timeframe

Student Transcripts – Credit Accumulation Each Marking Period

APEX program progress reports Weekly

Mock regents test result Monthly

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 2 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 2.2 | The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (RSCEP). | E |
| 2.3 | Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. | E |
| 2.4 | The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | D |
| 2.5 | Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the RSCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health). | D |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>As a result of the May 2015 AIR interview's and the 2014-2015 Quality Review the Principal was considered and rated as an effective school leader by the Quality Reviewer and most of the staff . The areas that were identified as needing improvement were: Development of a targeted professional development</p> <ul style="list-style-type: none"> Professional development to provide teachers with more understanding of the how to devise lessons so the common core learning standards have more depth. Implement measures to reinforce and build more trust between the teachers and administration whereby teachers feel comfortable voicing ideas and opinions. | | |

Part 2 – Summative Vision for Effective School Leadership

In a narrative, outline the Renewal Committee's vision for this element, upon completion of the Renewal Program. Consider the following questions:

- How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

2. What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?
3. How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?
4. What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?
5. How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?
6. What and how will the leader delegate to assistant principals and the community school director?

Summative Vision for Effective School Leadership

How will school leader articulate a shared vision and mission to the entire school community? How will the Principal ensure the CBO partnership is strong? How will the CBO partners collaborate with school staff to ensure that students' academic and social-emotional needs are being met?

The principal will ensure the vision and mission are shared with the entire school community through a variety of communications, meetings, phone master calls with the principal's voice, letters and flyers sent out.

- The principal and the CBO site director will meet on a daily basis and remain in constant communication with evidence based discussions.
- CBO partners and teachers, in conjunction with students, will develop academic and social emotional SMART goals for each student and will regularly monitor the progress and performance with weekly conferences with the student in Advisory

To ensure that student's academic needs are being met, CIS will collaborate with school stakeholders to review existing programming for expanded learning and enrichment activities. We will work together to develop a well-rounded plan that integrates the school day with enrichment youth development activities and assess any gaps in service. For a community school model to be successful, it is imperative that students see extended learning time and youth development enrichment activities as a natural extension of the day and not a separate service. By establishing an environment that is supportive and engaging, students will want to remain in their community through the evening, participating in project based experiences that enhance their feelings of mastery and belonging.

To ensure that student's social-emotional needs are being met, CIS will provide direct clinical practice and linkage to resources in collaboration with DOE's Office of School Health (OSH) and Division of Mental Hygiene (MHY). This will ensure full wrap around services to the school community. CIS staff will work closely with any existing on-site mental health programs to support the referral of individually targeted interventions while assessing the overall school needs for selective and universal interventions, including:

- Individual Counseling: 1:1 sessions to address social, emotional, behavioral, academic and relational skills
- Group Counseling: general support with small groups of students
- Family Support: individual meetings, family meetings, concrete needs assessment, home visits, parent events and workshops
- School Community Professional Development: in-class teacher support, workshops including child development, emotional/social awareness, care for the caregiver

- Crisis/Trauma Response: Supporting individual incident intervention, creating crisis team roles and structures, Trauma-sensitive practices

What kind of evidence based systems would a school leader put in place to ensure that the school and individuals continues to improve? What kind of supports? Who would he/she collaborate with? What would those collaborations look like?

Teachers will use an Skedula and/or STARS to track and monitor student progress academically and social emotionally. Each at risk student will be assigned a CBO advisor who will meet with the student and each other to discuss progress and to plan further intervention strategies weekly. The school leader and administrative team will use the ADVANCE system to track and monitor teacher performance. Teachers will be monitored regularly and systematically through observations and inquiry team work.

How would the leader organize student and teacher programs to ensure students' needs are met? Fiscal capital?

What approach would the school leader have to conducting observations? How would he/she ensure that teachers are provided accurate, timely, and actionable feedback coupled with the support to implement the feedback?

The School Leader and the administrative team will use the ADVANCE system to target critical individual and school-wide practices. We will use the Skedula to monitor and support all aspects of family engagement

How will the school support a shared accountability? What systems will be developed to share academic, behavior, Social Emotional Learning (SEL), and attendance data with partners so that strategies can be created and assessed to support growth?

CIS and other necessary CBO partners will be expected to take an active role in the school in order to inform their best practices and adjust programming as needed. They will be expected to attend and participating in weekly attendance meetings, grade team meetings, common planning meetings etc. Academic and behavioral data will be reviewed and shared with the CBOs . CBO partners will sign confidentiality clauses to enable them to share student data.

What and how will the leader delegate to assistant principals and the community school director?

The Principal will delegate during schedule cabinet meetings and meetings with the Community School Director. The nature of the delegation will depend on the program requirements/needs, the issue(s) at hand, and the needs of students, parents, and staff.

Part 3 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Effective School Leadership. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016, Administration will provide teachers with a targeted professional development plan on the Danielson Framework for teaching in domain 1e, and all of domain 3 to increase teacher effectiveness as evident by a 5% increase from the baseline data taken in the beginning of the school year 2015-2016.

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</p> |
|---|---|--|--|
| <p>Research-based instructional programs , professional development, and/or systems and structures needed to impact change.</p> <p>1. Activity – Administration in collaboration with teachers will provide quality professional development on the components of the Danielson Framework for teaching.</p> <p>2. Activity - Administration in collaboration with the Instructional Lead teachers will create a PD committee to plan and monitor professional development .</p> <p>3. Activity – Administration will create a targeted PD based on ADVANCE data.</p> <p>4. Activity - Administration will establish instructional lead teachers.</p> | <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> | <p>9/2015 – 6/2016</p> <p>10/2015 – 6/2016</p> <p>10/2015 – 6/2016</p> <p>9/2015</p> | <p>Administration</p> <p>CBOs</p> <p>Administration</p> <p>Lead teachers</p> <p>Administration</p> <p>Administration</p> |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>1 Activity – Implement differentiated instruction based on student needs and incorporated strategies designed by Witsi and springboard.</p> | <p>Students</p> | <p>9/2015 – 6/2016</p> | <p>Administration</p> <p>Teachers</p> |
| <p>Strategies to promote parent leadership and engagement as a key lever for school improvement.</p> | <p>Parents</p> <p>Parents</p> | <p>9/2015 – 6/2016</p> <p>11/2015</p> <p>3/2016</p> | <p>Administration</p> <p>CBO</p> <p>Administration</p> |

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| <p>1. Activity - CBO in collaboration with Administration, Parent Coordinator, and guidance will establish a “Parent Volunteer” organization in which parents will be trained to act as chaperons, organize and assist at special events and in the classrooms, help out in the cafeteria and make phone calls .</p> <p>3. Activity – Other activities to engage parents in the school are:</p> <ul style="list-style-type: none"> - Welcoming Committee - Special Events Committee - Parents Organized for a Safe School Environment (P.O.S.S.E) | | | |
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Part 5 – Budget and Resource Alignment

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|--|-----------------|---|-------------|--|------------|---|------------------|--|--------------------------|--|-------|
| <p>Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Funding for Instructional Lead teacher PD and activities. • Funding for teacher per diem for coverages . | | | | | | | | | | | |
| <p>Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p> | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

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| <p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> |
| <p>Mid-point benchmark Timeframe</p> <p>At the end of November and end of January, Advance data will be analyzed to find trends in competencies. Teachers will be surveyed to influence the PD plan moving forward.</p> |
| <p>Part 6b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> |

Section 5: Needs Assessment, Summative Vision, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

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| <p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For Renewal schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), the American Institute of Research (AIR) Needs Assessment and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. | | |
| Tenet 6 Statement of Practice (SOP) Addressed | | HEDI Rating |
| 6.2 | The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement. | H |
| 6.3 | The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning. | E |
| 6.4 | The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success. | D |
| 6.5 | The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. | H |
| <p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Brooklyn Collegiate administration and teachers are very effective in tenet 6. This is an area that the school does well. Administration is continually aligning and re-aligning the use of resources to support the schools’ instructional goals and foster partnerships with parents and other organizations to support and sustain academic and social and emotional development. Long standing partnerships have been established with:</p> <ul style="list-style-type: none"> - Counseling In Schools (CIS) provides individual, group and family counseling and referrals for socio -emotional development and support. - Sports and Arts In Schools Foundation (SASF) provides intramural and extra-curricular activities in sports, the performing arts, leadership, community outreach, cooking, and a drum-line. - Academics In Motion (AIM) is a mentoring program that provides academic enrichment, SAT, ACT and regents prep, mentoring, and social and emotional development. <p>Parents are actively involved in the school culture as evident by their responses in the 2014-2015 School Environmental Survey and their participation in the Parent Teacher Association, the School Leadership Team, and their presence at school events and parent teacher conferences.</p> <p>Brooklyn Collegiate communicates with parents through mailings, a phone master system, SKEDULA program, the PTA , and the SLT team. .</p> | | |

A review of the 2014-2015 School Environmental Survey students, staff and parents felt safe inside the school however, safety outside of the school building was the main concern of administration, students, and parents.

Part 2 – Summative Vision for Strong Family and Community Ties

In a narrative, outline the Renewal school’s vision for this element, upon completion of the Renewal Program.

Questions to consider:

1. Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?
2. How does the school provide support to families so that they understand and can take an active role in what their child is learning?
3. How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?
4. How do families partner with the school and CBO to support student success? Will there be dedicated space for families?
5. What adult education offerings can your school community provide to families?
6. How would families be able to access and understand student data and progress?

Summative Vision for Strong Family and Community Ties

Within the Community School model, how will families be welcomed into the school and made a part of the school community? What support will school safety officers and all staff be given to help create a welcoming environment?

A strong and collaborative parent and community engagement model is integral for the success of a community school. Providing concrete and consistent support to parents and families while connecting them to resources in their community is vital to enhancing the resiliency of students. Increasing both parent and community participation and investment in the community school model will result in the community school becoming a true community hub for a variety of academic, social- emotional, employment, training and community related needs. The CSC becomes a bridge between families and available services. Families will be invited in to the school as stakeholders in their child’s education and be offered an opportunity to identify services, trainings and workshops that would best support them in their role as caregiver and vital members of the school community.

To successfully approach parents to become more engaged, CIS will ensure that the Community school model and its development is well explained and accurately communicated to all parents immediately upon the start of the partnership. As the foundation is laid, continued outreach will be conducted to get to know students’ families on a more individual basis. These relationships and the knowledge gained from them, will become the basis for establishing increased parent engagement and participation

A parent welcoming committee will be created to decorate lobby, to welcome visitors and to escort visitors to the main office. The CBO will procure “Customer Service” training for all staff. A customer service survey will be created and given to visitors to keep on top of issues and concerns.

How does the school provide support to families so that they understand and can take an active role in what their child is learning?

Support is provided for families so that they are actively involved in their children(s) learning through:

- Parent-teacher conferences held every Tuesday afternoon,
- interim positive phone calls,
- SKEDULA , the on-line grading system

- School website
- Communication via e-mail and letters
- PSA meetings
- SLT meetings
- Workshops
- Grade meetings

How would the school engage the community and families? How would they ensure that teachers are able to learn from families about the children being taught?

As parents begin to identify needs that have a common connection to other parents of students in the school, CIS will work to expand the circle of influence and will look to create opportunities and linkages both in the school and within the community. Encouraging and supporting parents, teachers and community members to share their views and ideas so that they have the ability to influence what happens at the school will enrich students' educational experiences and help to ensure the school's responsiveness to local community needs. Methods for capturing feedback from key stakeholders in the community school model, i.e. parents, teachers and community partners, include the use of formal and informal consultations, surveys, focus groups and public meetings/events.

These methods must be conducted regularly to ensure sustained involvement from parents as student enrollment changes from year to year. Formal consultations will aim to elicit parents', teachers' and community member's views. This provides a systematic way of collecting and measuring feedback which makes it easier to give those views prominence and ensure that they are heard and taken into account as part of the school's decision-making process

How do families partner with the school and CBO to support student success? Will there be dedicated space for families?

Room 117 will be dedicated to families. By working in collaboration with the Parent Coordinator, outreach will be provided to all families to increase parent engagement and investment in the Community School model. CIS would support and encourage increased parent participation in school forums and meetings to ensure a strong voice on behalf of parents and families was present in the development of the Community School model to support student success. As mentioned above, continued outreach will be conducted to get to know students' families on a more individual basis. These relationships and the knowledge gained from them, will become the basis for establishing increased parent engagement and participation. As parents begin to identify needs that have a common connection to other parents of students in the school, CIS will work to expand the circle of influence and will look to create opportunities and linkages both in the school and within the community.

What adult education offerings can your school community provide to families?

Families will be provided with a survey to gauge and assess their needs and areas of interest. Based on the data collected from these surveys, CIS will work collaboratively with the school and community organizations to offer workshops and classes for parents. The support that these services provide will also lay the ground work for a trusting and mutual partnership between parents/guardians and the larger school community. Increased parent engagement will additionally be fostered through opportunities made available by community partners such as

Some of the programs and workshops will be implemented by the CBO and Brooklyn Collegiate:

- Leadership and potential employment opportunities within the school and community
- Workforce and technology trainings
- Advocacy and parenting workshops,
- ELL classes for parents,
- Financial planning
- Literacy classes
- Legal assistance,
- Adult education programs.
- GED Program
- Computer Skills Program
- Involving more fathers and male role models in our school
- Parenting Skills/Family Support Resources
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- School-based Support services
- Effective Parent Involvement activities that improve student academic achievement and school performance.
- New Parents and Non-English speaking parents outreach activities

How would families be able to access and understand student data and progress?

Families will be able to access and understand student data through:

- SKEDULA on-line grading program
- Parent Teacher conferences
- Parent workshops

Part 3 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools – Strong Family and Community Ties. Your goal must be consistent with the expectations in part 2, responsive to the identified priority need(s) indicated in Part 1b, and be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound. Indicate the qualitative or quantitative evidence that will demonstrate the goal was reached.

By June 2016 the CBO's (SASF , CIS , AIM), the Dean, the guidance department, the parent coordinator and the teachers and parents will work collaboratively to increase parent involvement from 34% to 40% as evident by the percentage of parents that complete the 2015-2016 school survey.

Part 4 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p> |
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| <p>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</p> <p>1 Activity – The CBO's , CIS, AIM, and SASF in collaboration with guidance, teachers, and parents will provide resources and support to facilitate academic intervention services such as tutoring, regents prep, SAT/ACT prep, credit recovery, etc.</p> <p>2 Activity - In addition to the chancellors Student Conduct Code the following procedures will be enforced in collaboration with the Administration, the Dean, Guidance, the Attendance Department, and the CBOs:</p> <ul style="list-style-type: none"> - Attendance Issues (enforced after 3 days late/absent) - Referral to CIS - Parent contacted - Parent conference (Mandatory after 10 days absent/late) - Home visit by Attendance Teacher/Family Worker - Student added to "Extra-Curricular Activity Restrictions List | <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Students</p> <p>Parent</p> <p>Students</p> <p>Students</p> | <p>9/2015 – 6/2016</p> <p>10/2015 – 6/2016</p> | <p>Administration</p> <p>Guidance</p> <p>Dean</p> <p>Guidance</p> <p>CBO</p> <p>Dean</p> <p>Guidance</p> <p>Dean</p> <p>CBOs</p> <p>Student Council</p> <p>Guidance</p> <p>CBOs</p> <p>Attendance Coordinator</p> <p>Teachers</p> |

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| <p>3 Activity – Train students and a staff advisor on how to implement and manage a “Peer Mediation” program at the school. (Tenet 5.3)</p> <p>4 Activity - Involve students in creating a safe and healthy learning environment. The Guidance Department in collaboration with the Dean will continue the following activities (Tenet 5.3):</p> <ul style="list-style-type: none"> - Every other month a school assembly by grade and/or school wide facilitated by Guidance, outside vendors, and the Dean will be scheduled to address such topics as Bullying, Conflict Resolution, Human Rights, Respect for All, and the Chancellor’s Discipline Code. - Signs will be posted throughout the school to address Bullying, Conflict Resolution, Human Rights, Anti-Bias Respect for All, and the Chancellor’ Discipline Code. - The Guidance Counselors and Dean will collaborate with the School Safety Team to identify safety issues and find solutions. <p>16 Activity –In collaboration with Student Council and CBOs schedule special events and assemblies to promote school spirit, cultural diversity, and respect for all.</p> <p>17 Activity - Establish partnership with local merchants to provide student incentives in the form of gift cards, apprentices, internships, part-time jobs, etc.</p> <p>18 Activity – Celebrate 90% - 100% Attendance:</p> <ul style="list-style-type: none"> - Attendance Bulletin board with student picture - Announce students with 90-100% attendance and improved attendance (80%) during morning announcements. - Provide student incentives i.e. raffles, certificates, uniform pass day - For each school-wide 90% - 100% attendance designate a “No Uniform” day. - Designate every half day as a ‘No Uniform” day <p>19 Activity – Schedule school events and invite parents, local merchants, local organizations, and churches to participate and attend:</p> <ul style="list-style-type: none"> - Welcome Back Barbeque | | | <p>Administration</p> <p>Teachers</p> <p>Guidance</p> <p>CBO</p> <p>Administration</p> <p>CBO</p> <p>Guidance</p> |
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| <ul style="list-style-type: none"> - Brooklyn Collegiate Day - Career Day - Alumni Weekend/Fashion Show - Parent Workshops - Monthly PSA Meetings - Monthly SLT Meetings <p>20 Activity – CBO in collaboration with administration and guidance will coordinate the implementation of an ROTC program to provide life skills and character development with emphasis on discipline, responsibility, and accountability</p> | | | |
| <p>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>1 Activity – Parents of ELL’s, SWD’s, STH, and the lowest third are invited and given the same opportunities to participate in the same activities as parents of general education students.</p> <p>2 Activity - ELL teacher and Special Education teachers in conjunction with the Professional Development Committee will schedule workshops for all teachers on:</p> <ul style="list-style-type: none"> - SWDs, ELLs, STH, and the lowest third in literacy strategies i.e. close reading, sentence starters, vocabulary, graphic organizers, dictionaries, and glossaries, | Parents Students | 9/2015 – 6/2016 9/2015 – 6/2016 | Administration Guidance ELL Teacher CBO Administration Teachers |
| <p>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</p> | | | |
| <p>1. Activity – The CBO in collaboration with the Parent Coordinator will implement activities for parents of ELLs, SWDs, STH, and the lowest third that support services and activities will include but are not limited to:</p> <ul style="list-style-type: none"> - Translation services - Home visits to disseminate information. - Facilitation of workshops given by city agencies, Local politicians, and community-based presenters regarding immigration issues, community issues, and employment and health information. | Parents Students Parents Students Parents Students Parents Students | 0/2015 – 6/2016 10/2015 – 6/2016 9/2015 – 6/2016 10/2015 – 6/2016 | CBO Parent Coordinator City Agencies Brooklyn Public Library CBO Administration Parent Coordinator PAC |

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| <p>- Family literacy services that include but are not limited to Book fairs, Book talks, and workshops conducted in collaboration with the Brooklyn Public Library.</p> <p>2. Activity - The CBO in collaboration with the Parent Coordinator will implement activities for parents of ELLs, SWDs, STH, and the lowest third that provide the skills and outreach parents need to be more effective in their child’s education. The following programs and workshops will be implemented by the CBO and Brooklyn Collegiate:</p> <ul style="list-style-type: none"> - GED Program - Computer Skills Program - Involving more fathers and male role models in our school - Parenting Skills/Family Support Resources - Understanding and participation in instructional initiatives - Workshop on Title 1 Laws and the No Child Left Behind Act of 2001 - School-based Support services - Effective Parent Involvement activities that improve student academic achievement and school performance. - New Parents and Non-English speaking parents outreach activities <p>3 Activity – Guidance and teachers in collaboration with Administration will promote ongoing communication that promotes dialogue between parents, students and school constituents centered around student learning and academic success: (Tenet 6.5)</p> <ul style="list-style-type: none"> - Every Tuesday Teachers provide parents with information regarding student progress, student accolades, etc via telephone or scheduled conferences. - Annual 9th grade orientation meeting with parents and students facilitated by the Guidance Department, teachers, and administration - Teacher maintained SKEDULA software program which allow parents and <u>students</u> to check syllabus, current grades and homework online at any time; grade reports and text messages are sent to students and/or parents; automatic | | | <p>Teachers</p> <p>Administration</p> <p>Guidance</p> <p>Teachers</p> <p>Administration</p> <p>Teachers</p> |
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| <p>alerts are generated to parents whenever a student is absent, missing assignments, or has low grades.</p> <p>- 12th Grade Student Academic Status Meeting (at the beginning of each term) facilitated by the Guidance Department</p> <p>- Senior Parent Meeting (at the beginning of each term) facilitated by the Guidance Department</p> <p>- Parent Notification Letter – Outstanding Requirements for Graduation (at the beginning of each term) sent by the Guidance Department</p> <p>- Parent Notification Letter – Graduation In Doubt (at the beginning of each term) sent by the Guidance Department</p> <p>- College Tours for local, regional and historically Black colleges and universities.</p> <p>- Individual parent meetings with guidance, teachers, and administration on an as need basis</p> | | | |
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Part 5 – Budget and Resource Alignment

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|---|-----------------|---|-------------|--|------------|---|------------------|--|--------------------------|--|-------|
| Part 5a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Per Session for Supervisors • Per session for Guidance • Parent workshops facilitated by CBO , Guidance, parent Coordinator, and outside vendors (EPIC) • Allocate funds for student stipends for peer tutors and college tutors. • Purchase of student incentives i.e. trips, awards, certificates, etc. • Allocate funds for student Assemblies facilitated by outside vendors • Allocate funds for student t trips. • Teacher Per Session for Regents prep classes and make-up science labs | | | | | | | | | | | |
| Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | 21 st Century | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point benchmark Timeframe

Schedule 3-4 parent workshops October and March

Schedule 3-4 parent workshops April and June.

Parents participation on SLT team, PA meetings ,

Parent /Teacher conferences participation

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Expanded Learning Time (ELT) Program Description

Directions: Expanded Learning Time (ELT) activities are directly aligned to the elements of the Framework for Great Schools, Rigorous Instruction, Supportive Environments, and Strong Family and Community Ties. ELT provides enriching educational experiences that happen outside of the traditional school day and blend skill acquisition, relationship-building and fun to foster academic and social-emotional growth. Summer learning, afterschool programming, and extended-day ELT models, when well-implemented, play a critical role in supporting students in all grades and ensuring that they graduate from high school, college and career ready. SED requires that Priority schools offer a minimum of 200 additional student contact hours as Expanded Learning Time in addition to the current mandated length of 900 hours of instruction per year (25 hours per week) in grades K-6 and 990 hours of instruction per year (27.5 hours per week) in grades 7-12. Effective ELT models will blend school staff with community partners, and will provide a balanced curriculum that can include ELA, math, STEM, arts, physical activity, and leadership development. Complete the sections on this page to demonstrate how the school will meet these requirements.

Part 1 – ELT Program Goal(s)

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| Describe the summative goal(s) of the ELT program for the 2015-2016 school year. Be sure to construct the goal to be SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> ealistic, and <u>T</u> ime-bound. |
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| By June 2016, Administration in collaboration with the CBO and teachers will implement programs that provide opportunities for all students to participate in additional instruction, enrichment activities, and social-emotional development during and after-school and/or summer programs . |
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Part 2 – ELT Program Type

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| Is the ELT program voluntary or compulsory? | | Voluntary | X | Compulsory |
| If the ELT program is voluntary, indicate how you will actively encourage the participation of all students, with the goal of serving at least 50% of students. | | | | |
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Part 3 – ELT Program Description

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| Target Population: The ELT program for a Renewal School will be offered to all students in the school. |
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| Describe how the school will meet the following SED requirements for an ELT program: How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging? |
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| How will CBO staff and the school’s teachers be integrated to provide a seamless learning day? |
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- Offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.
- Actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.
- What new content areas and opportunities will be offered to students?
- Contain components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.
- Ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.
- How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?
- How will outreach be made to families?

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| We have designed a menu of ELT options targeted to the needs, skills and interests of all students in the building. Based on data from the incoming 9 th graders, students will receive an extra hour of ELA or Math so that students will have a two period Math or ELA period a day. Data will be analyzed based on attendance, progress toward graduation, |
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area of need and interests. The extra hour could consist of the following but not limited to: SAT prep, College Now, PLATO, Algebra prep, English prep, Global History prep, U.S History prep, and Living Environment prep. The CBO will provide additional supports such as push in supports, internship program, and remedial work.

Our ELT will run for one hour after school, 3:00-4:00pm. As a Renewal School we will receive funding to support the hiring of teachers for ELT and postings will be created accordingly. Currently, we are planning to conduct ELT professional development as well. Family outreach will be conducted through a series of activities, including posting information on our website, phone calls, advising parents at PA meetings.

How will the school integrate academics, enrichment, and skill development through hands-on experiences that make learning relevant and engaging?

Administration will provide teachers with professional development in which they will learn new strategies to help them create lesson plans and present lessons that integrate academics, enrichment and skill development through hands-on experiences that make learning relevant and engaging.

How will CBO staff and the school's teachers be integrated to provide a seamless learning day?

CIS will work collaboratively with the school to implement an ELT schedule that best fits within the school schedule and maximizes student attendance. We have decided to add ELT and enrichment activities to the end of the school day. For those students that need additional course work, ELT will occur within the school day during different periods on student schedules. The ELT and enrichment courses will be viewed as any other class with class attendance viewed as expected and mandatory. Through the needs and asset assessment, CIS will identify internal human resources before hiring external resources by surveying and interviewing teachers to identify areas of interest they may have in providing some of the ELT and enrichment activities in order to provide instructional consistency for the students. For example, a DOE Math teacher may have experience and interest in co-facilitating a boys group or Rites of Passage Group with a CIS Counselor in addition to teaching his regular math courses.

How will CBO staff, Administration, and the school's teachers offer a range of activities that capture student interest and strengthen student engagement in learning so as to promote higher attendance, reduces risk for retention or drop out, and increases the likelihood of graduation.

CIS will survey the students of Brooklyn Collegiate to obtain their areas of interest prior to scheduling enrichment activities. The data findings from the surveys will be used to inform the activities offered to the students. Enrichment activities will be developed to include related field trips, guest speakers, and other incentives to maximize student interest and attendance. Depending on the variety of activities selected by the students, most enrichment activities can be showcased in a culminating end of year event allowing students to showcase their work and dedication to the enrichment activity throughout the year. By captivating student interests to inform activity offerings scheduled during or at the end of the school day, there will be an increase in students' overall attendance by providing them with an incentive to attend school for the day in order to participate in these courses. This will then impact a reduction in grade retention and increase the likelihood of graduation.

How will CBO staff, Administration, and the school's teachers actively address the unique learning needs and interests of all types of students, especially those who may benefit from approaches and experiences not offered in the traditional classroom setting.

CIS counselors will work collaboratively with the teachers of the ELT courses to help identify students with unique learning needs and work collaboratively with both the teacher and student to design a plan to address those needs to maximize the student's ability to excel in that class. Counselors may also push in to ELT classrooms that need additional co-facilitation to address student needs. Student interest surveys provided at the beginning of the school year will aim to capture student interests including interests not offered in a traditional school setting. Programming will be created to incorporate the largest areas of interest within the student body. Program evaluation and student attendance will be monitored regularly to make adjustments where necessary.

What new content areas and opportunities will be offered to students?

We have added two new AP classes to our college and career preparatory course index– Computer A and Literature.

How will CBO staff, Administration, and the school’s teachers create a program that contains components designed to improve student academic, social, and emotional outcomes, including opportunities for enrichment programs such as in music and art.

CIS , in collaboration with the school, will offer a range of ELT courses to students aimed at addressing their most significant academic needs. Teachers and Administration have identified the need for ELT offerings to include homework help, test-taking and study skills, SAT and Regents Prep, and tutoring. CIS Counselors will work collaboratively with teachers to offer social emotional support and activities in the ELT classroom setting to promote social-emotional learning. Enrichment activities will also promote social emotional learning. CIS Counselors will work with the activity instructors to increase their social-emotional vocabulary and utilize youth development approaches in addition to tying all enrichment activities to academic instruction in the classroom. Art and music programs will be provided by SASF .

How will CBO staff and school Administration ensure instruction in any core academic subject offered in the program will be delivered under the supervision of a teacher who is NYS certified in that particular content area.

Brooklyn Collegiate will fill core academic subject courses with NYS certified teachers from Brooklyn Collegiate. Any teaching staff hired outside of Brooklyn Collegiate staff will be required to provide the necessary DOE required credentials. All candidates will participate in a rigorous interview process with CIS including a DOE background check, fingerprinting, reference checks and license and accreditation checks prior to their appointment within a position at a school.

How will community educators receive professional development? Are there plans to provide joint PD to school faculty and community partner staff?

CIS staff will attend the scheduled PD’s on Mondays at the school to further their professional development. CIS will work collaboratively with the school to schedule periodic PDs for CBO partners and school staff focusing on social-emotional learning and youth development approaches in the school setting.

How will outreach be made to families?

CIS will work collaboratively and in partnership with school administration to identify various methods of outreach to parents. The CSC will work directly with the Parent Coordinator to increase methods of outreach to parents to improve their awareness and engagement in their children’s academic achievement. Methods of outreach will include parent workshops, forums, events, focus groups, surveys and letters home to ensure parents are actively involved and notified of all aspects of their child’s education.

Part 4 – ELT Program Implementation and Oversight

Part 4a. Who will implement the ELT program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the ELT program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured.
3. Explain how you will evaluate the program to assess impact on student achievement.

The ELT program will be implemented and overseen by the Community School Director and the Principal supported by the Assistant Principal and School Renewal Team. Other key personal will include guidance counselors. ELT will be provided through a framework of a daily Renewal Hour, Monday thru Friday. The program’s impact and success

will be monitored and evaluated through data points such as attendance, monthly regents assessments and student scholarships, in order to determine whether movement is being made toward achieving benchmarks.

Part 4b. Timeline for implementation and completion, including start and end dates.

Timeline for implementation and completion:

Start Date: 09/2015

End Date: 06/2016

Part 5 – ELT Budget and Resource Alignment

Part 5a. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the ELT program.

- Allocate funds for Teacher per session
- Allocate funds for Teacher 6th period payments
- Allocate funds for principal/Supervisory per session
- Allocate funds for supplies
- Allocate funds for trips
- Allocate funds for test prep supplemental material

Part 5b. Indicate using an “X” the fund source(s) that will be utilized to support the ELT Program.

Note: If the program is funded by 21st Century Community Center Learning Funds, it must be offered in conjunction with a high quality, high capacity community partner.

| | | | | | | | | | | | |
|--|--------------------------------|---|------------------|---|--------------------|--|-------------------------|---|-----------------------------|--|--------------|
| | 21st Century | X | Tax Levy | X | Title I SWP | | Title I TA | X | P/F Set-aside | | C4E |
| | Title I 1003(a) | | Title III | | PTA Funded | | SIG or SIF Grant | | School Success Grant | | Other |

Part 6 – ELT Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-Point Benchmark(s) Timeframe

Attendance Daily

ELT Attendance (9th Period)

Regents assessments Quarterly

Student classwork Daily

Part 6b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 7: Community School Description

Directions: The Community School program is directly aligned to the Framework for Great Schools element – Strong Family and Community Ties.

Part 1 – The Community School Program Goal(s)

Indicate the summative goal(s) of the Community School program for the 2015-16 school year. Be sure to construct the goal to be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

1. The CBO will support BC to monitoring and improvement of attendance for Brooklyn Collegiate’s chronically, periodically and long term absent students across all grades; thereby, increasing the school’s daily attendance rate to at least 83.5% and to at least 83.5% overall by June 2016.
2. The CBO with BC will Increase daily attendance from 80% to 83.5% maintain the same student attendance rate and participation in ELT and enrichment courses/ activities across all grades until June 2016.
3. The CBO with BC will increase parent outreach, engagement and support by increasing the number of workshops to 10 by June, home visits to at least 50 by June, and family counseling to include at least 20 families by June 2016.

Part 2 – Community School Program Description

Part 2a. Identify the target population(s) to be served by the Community School program and the scope of the services provided.

Target Population:

- Students across all grades that are chronically absent (407s & LTAs) and/or late
- Student attendance as a whole
- Students that are under-credited, not on track to graduate
- Subgroups i.e. ELLs , STH , Lowest third, and SWDs
- Enrichment for students that are on track to graduate
- Parents i.e. parent involvement, family counseling, parent workshops

Part 2b. Describe how the school will meet the NYCDOE requirements for a Community School in the School Renewal program.

1. Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.
2. Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.
3. Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.
4. Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs, to analyze trends in data and case manage individual students.

Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

1 Renewal Schools are expected to pair with a community-based partner organization (CBO) and together with members of the School Leadership Team, hire a Community School Director. The Director will lead implementation of the needs and asset assessment, and other critically important coordinating activities. Indicate how you will leverage this aspect of the work.

- The school has collaborated with the CBO , Counseling In Schools, to participate in planning meetings and the CSC interview process to hire the potential CSC candidate. The CSC position will be filled on 6/30/15. Once hired, the CSC will conduct a needs and asset assessment based on further communication with school administration and staff to identify the largest needs of the school community. Information learned from these assessments will be used to influence programming and staffing out in place under the Community School Grant.

2 Renewal Schools are expected to personalize the needs of all students, through strategic programming and services, as determined by the needs and asset assessment, and must also offer Expanded Learning Time (ELT) and mental health programming. Indicate how you will implement this work, and describe other programming you anticipate to be in place to strengthen this initiative.

- The mandated ELT and additional enrichment activities/ courses will be provided to (all? Specific grades) students at Brooklyn Collegiate. THE CSC will work in collaboration with current and future CBO's partnered with the school to ensure the implementation and coordination of these services are managed and facilitated effectively. Mental health needs will be assessed both through the DOHMH Mental Health Assessment and through the SCS needs assessment. Based on findings from the assessment, appropriate mental health staffing will be put in place to address the school community's mental health needs. The CSC will also manage and coordinate the implementation of these services. Are there any additional services currently in place at the school that we should mention here? Any additional requested services?

3 Renewal Schools are expected to emerge as Partnership Schools, which are places where parents and families feel welcome, attend parent-teacher conferences, participate in the conversation and decision-making around the renewal of their schools, and have many opportunities to advocate for their children. Monthly Forums engaging families and community stakeholders will be a critical part of this parent engagement strategy. Describe how you will implement this aspect of the work.

- The CSC along with the Parent Coordinator will facilitate monthly parent meetings and forums in addition to school-wide town hall meetings. They will push to increase parent attendance at SLT and PTA meetings. There will be several options utilized to gauge parent feedback including surveys, one-on-one meetings, focus groups, etc.

4 Renewal School Principals are expected to meet on a weekly basis with their Community School Director, select Assistant Principals, key staff, and other CBOs , to analyze trends in data and case manage individual students. Data tools and training will be available for schools to use. Indicate how you will implement this aspect of the work.

- Data tracking and training (referenced in the question) will be turn keyed to all necessary school staff. Information learned through the implementation of the data tracking and provided trainings will be used to inform best practices utilized at the school and programming adjustments will be made as necessary.

Part 3 – Community School Program Implementation and Oversight

Part 3a. Who will implement the Community School program? Who will oversee the program?

1. Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.
2. If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).
3. Explain how you will evaluate the program to assess its impact on student achievement.

1 Who will implement the Community School program? Who will oversee the program?

- The CSC will be the main liaison between the school and the CBO and responsible, along with the school, for implementing and managing the Community School Program. The CSC will oversee program staffing with the support of the CBO's off-site Program Director and Clinical Director.

2 Indicate the key personnel that will be responsible for implementing and overseeing the Community School program, including school-based staff and any high-quality community partners that will be involved.

- School Principal, APs , Parent Coordinator, School Social Worker, Guidance Counselor, CSC , other CBO partners, CIS Program Director and Clinical Director

3 If applicable, describe the scope of involvement of all community partners and how the joint ELT program is structured with the Community Based Organization (CBO).

- The CSC will oversee, with the help of the ELT Coordinator (???), multiple CBO partnerships providing ELT services. THE CSC will also facilitate monthly CBO meetings to ensure all CBO's are running programming effectively and all are on the same page. The CSC will then facilitate a follow-up meeting with school administration to provide feedback about progress and challenges within the ELT programming and service implementation.

4 Explain how you will evaluate the program to assess its impact on student achievement.

- The program will be evaluated by assessing student data through student report cards, progress reports, class observations, teacher reports, school attendance, and targeted parent surveys.

Part 3b. Indicate resources needed including human resources, instructional resources, and schedule adjustments to implement the Community School program.

- Additional staffing to address mental health needs
- Linkages to CBOs for ELT classes (SAT Prep, etc)
- Necessary materials and instructional supplies for ELT classes
- Teacher schedule adjustments??
- School bell schedule adjustment needed

Part 3c. Timeline for implementation and completion, including start and end dates.

- 6/1 ongoing planning and collaboration in begin stages of CSG program development
- 6/30 hire CSC
- 7/1 On and off- site planning and preparation by CSC ; including the interviewing and hiring of additional staff
- 9/9- all other staff begin employment/ service implementation begins on first day of school

Section 8: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|--|---|--|---|
| English Language Arts (ELA) | ,Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report | Resource Room (SETTS)/academic Intervention Services (AIS)Provider Close Reading, Non-Fiction Reading Speech – identified students receive speech and language skills At Risk 9 th -12 th Graders receive content Regents Prep classes | 8:1 8:1 Small Group | Monday – Friday, 1 Period /Day Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA) Monday – Friday during school. Wednesday, Thursday, Friday after school |
| Mathematics | Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report | Resource Room (SETTS)/academic Intervention Services (AIS)Provider Close Reading, Non-Fiction Reading Students NOT on track to graduate use the APEX software program for Credit Recovery Classes At Risk 9 th -12 th Graders receive content Regents Prep classes | 8:1 Small Group Small Group | Monday – Friday, 1 Period /Day Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA) |
| Science | Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report | Resource Room (SETTS)/academic Intervention Services (AIS)Provider | 8:1 8:1 Small Group | Monday – Friday, 1 Period /Day Based on Individual Education Plan (IEP) |

| | | | | |
|---|---|--|--|---|
| | | <p>Close Reading, Non-Fiction Reading</p> <p>Speech – identified students receive speech and language skills</p> <p>At Risk 9th -12th Graders receive content Regents Prep classes</p> | | <p>and Educationally Related Support Services Aid (ERSSA)</p> <p>Monday – Friday during school. Wednesday, Thursday, Friday after school</p> |
| Social Studies | Regents, Periodic Assessment Teacher Made Unit Test Results, Scholarship Report | <p>Resource Room (SETTS)/Academic Intervention Services (AIS)Provider</p> <p>Close Reading, Non-Fiction Reading</p> <p>Speech – identified students receive speech and language skills</p> <p>At Risk 9th -12th Graders receive content Regents Prep classes</p> | <p>8:1</p> <p>8:1</p> <p>Small Group</p> | <p>Monday – Friday, 1 Period /Day</p> <p>Based on Individual Education Plan (IEP) and Educationally Related Support Services Aid (ERSSA)</p> <p>Monday – Friday during school. Wednesday, Thursday, Friday after school</p> |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>IEP</p> <p>ERSSA Requests</p> <p>At Risk students</p> | Individual and/or group counseling | Counseling | As Needed |

Section 9: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

| | | | |
|--|---------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | Schoolwide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|---|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>The following strategies and activities are used to recruit, retain, assign and support Highly Qualified Teachers to ensure that current staff remain highly qualified</p> <ul style="list-style-type: none"> • Teacher common planning and inquiry team meetings, common preps, and committee's that focus on providing teaching, learning, and assessment in the classroom that promotes student growth in knowledge of the discipline and students ability to analyze, synthesize, and critically evaluate the content under study. • Team Building and Incentives. • Weekly common planning and inquiry meetings that focus on common core learning standards, citywide expectations ,best practices, Danielson Framework for Teaching, and data driven instruction • Administrative frequent short cycle and formal observations ensure that: <ul style="list-style-type: none"> - Academic rigor is evident in curriculum mapping documents, lesson plans, teacher practices, teacher delivery of lessons. - Teacher questioning techniques encompass higher order thinking questions and on-going assessment of student learning. - Students are engaged and that differentiation of instruction is evident based on lesson plans, grouping, assignments, etc. - Teachers are using data to drive instruction. ♣ Administrative feedback to teachers at post-observation conferences. |

2b. High Quality and Ongoing Professional Development

| |
|--|
| Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS). |
|--|

- On-going professional development workshops that support teachers in building the capacity necessary to make instructional adjustments to their practices. Educational Consultants and assist teachers with curriculum mapping and the development of literacy and math tasks that are aligned with the Common Core Learning Standards.
- ♣ A school-wide professional development plan that focus on improving classroom environment, teacher effectiveness, use of data, planning instruction, student achievement, and transparent assessment of students.

Part 3: TA Schools Only

3a. Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

N/A

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/information, early intervention services, etc.).

N/A

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Scheduled common planning and inquiry team meetings and committee meetings will be used by teachers and administration to facilitate team building, to make decisions, provide professional development, collaborate, develop curriculum, analyze data, and review student work, assessment results, and lesson plans. Specific area's they will address are:

- Coherency in school-wide goals, activities, initiatives, etc.
- How to implement a system of continuous evaluation of instructional goals and practices.
- The school grading rubric and standard assessment measures for each grade/content area of instruction.
- A schedule for professional development including but not limited to data analysis, Danielson , use of school software programs, CCLS , etc.
- Next steps in implementing measures to ensure that the use of data/assessment will impact teacher effectiveness and student outcomes.

- Identifying supplemental resources and school-wide assessment tools based on student needs.
- Review and revision of lesson plans, curriculum maps, units of study, and academic tasks.
- Review of student Work.
- Identifying the needs of ELL's , STH , SWD's , and the lowest third..
- Analysis of student assessment data from various sources including but not limited to periodic assessments, regents prep testing, APEX reports, PSAT results.
- Identifying professional development needs
- Assessing the effectiveness of professional development activities.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (RSCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

| Program Name | Fund Source (i.e. Federal, State or Local) | Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts) | Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan. | |
|--|--|---|---|----------------------------------|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 337,391.00 | X | 19, 38, 46 |
| Title I School Improvement 1003(a) | Federal | 50,000.00 | X | 19, 27 |
| Title I Priority and Focus School Improvement Funds | Federal | 64,981.00 | X | 19, 27, 46 |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,071,234.00 | X | 27, 33, 38 |

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4c of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/RSCEP.
- **Title I Priority and Focus School Improvement Funding:** To support implementation of school improvement plans that aims to improve instruction and address the identified needs.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 10: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current RSCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Brooklyn Collegiate**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Brooklyn Collegiate** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB /State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

Brooklyn Collegiate , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;

- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

| | | |
|--|-------------------------|--------------------------|
| District 23 | Borough Brooklyn | School Number 493 |
| School Name Brooklyn Collegiate | | |

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

| | |
|---|--|
| Principal Heather Newman | Assistant Principal Vernessa Minto |
| Coach type here | Coach type here |
| ENL (English as a New Language)/Bilingual Teacher Joseph Abraham | School Counselor Winifred Lyte-Reynolds |
| Teacher/Subject Area Gerard Pierre-Louis/Special Ed | Parent type here |
| Teacher/Subject Area Rose Lavelle/English | Parent Coordinator Susan Rambjahan |
| Related-Service Provider type here | Borough Field Support Center Staff Member type here |
| Superintendent Donald Conyers | Other (Name and Title) type here |

C. Teacher Qualifications

Provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

| | | | | | |
|---|---|---|---|---|---|
| Number of certified ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12] | 1 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | |
|--|----------------------|---|---|-------|
| Total number of students in school (excluding pre-K) | Total number of ELLs | 5 | ELLs as share of total student population (%) | 0.00% |
|--|----------------------|---|---|-------|

Part II: ELL Demographics

A. ELL Programs

| | |
|---|---|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| | 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/> |

This school offers (check all that apply):

| | | | |
|--|---|--|-------------------------------|
| Transitional bilingual education program (TBE) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|---|---|---|---|
| All ELLs | 5 | Newcomers (ELLs receiving service 0-3 years) | 1 | ELL Students with Disabilities | 3 |
| SIFE | 0 | Developing ELLs (ELLs receiving service 4-6 years) | 0 | Long-Term (ELLs receiving service 7 or more years) | 4 |

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

| | ELLs by Subgroups | | | | | | | | | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | |
| TBE | | | | | | | | | | 0 |
| DL | | | | | | | | | | 0 |
| ENL | 1 | 0 | | 0 | | | 4 | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | 1 | 2 | 2 | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|--|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|--|---|

Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish | | | | | | | | | | | 1 | | 2 | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | 1 | | 0 |
| Haitian | | | | | | | | | | | | 1 | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Entering (Beginning) | | | | | | | | | | | 2 | | | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | | | 1 | | 0 |
| Transitioning (High Intermediate) | | | | | | | | | | | | 2 | | 0 |
| Expanding (Advanced) | | | | | | | | | | | | | | 0 |
| Commanding (Proficient) | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|-------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Total | | | | | | | | | | | | | | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | 3 | | 3 | |
| Integrated Algebra/CC Algebra | | | | |
| Geometry/CC Algebra | | | | |
| Algebra 2/Trigonometry | | | | |
| Math _____ | 3 | | 3 | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | 2 | | 2 | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | 1 | | 1 | |
| Geography | | | | |
| US History and Government | 3 | | 3 | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to 23K493. The Pupil Personnel Staff, administers the HLIS. If the HLIS indicate a language other than English, then the Pupil Personnel Staff, notifies the ELL teacher. The ELL teacher conducts an informal interview with the parent in their native language and or English. The formal initial assessment is conduct by the ELL teacher and/or the Test Coordinator. The LAB-R is administered within 10 days of enrollment. The teacher uses the State designated level of proficiency on the LAB-R to determine if the student is eligible for either Freestanding ELL, Transitional Bilingual Education or Dual Language. Using the NYSESLAT, the ELL teacher annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined by the NYSESLAT guidelines. We also look at the previous NYSESLAT scores if there is any. This data gives us insights into the student's ability and potential. Paste response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 We have not enrolled any new ELLs since the implementation of the NYSITELL test, therefore we have no data. During the 2014-2015 school year 3 out of 8 students achieved the fifth level, proficient/commanding on the NYSESLAT test. Although these students have tested out the ELL teacher continues to service them in collaboration with their content area teachers.

 Based on the results of the NYSESLAT test the patterns across performance levels indicate that even though most of our Ells are long term Ells, they still have problems with mastery regarding comprehension of informational texts. They all take their test in English. There is a significant problem with vocabulary.

 As per the NYSESLAT data across proficiency levels all 8 ELL students scored below their previous level in the speaking section. Two students showed an increas in the listening section, three students increased their scores in the reading section and one student showed an increase in the writing section. Three students moved from the advanced level to the proficient level on all performance levels from the previous year. Our assessment indicates that students need vocabulary enrichment, nad additional analytical strategies in order to show more significant movement.

Ells have been provided with:

- Dictionaries in their native language.
- Translators and dictionaries to assist in comprehension
- Periodic tests that mirrors the NYSESLAT test
- Encouraged to use their native languages and experiences
- Laptops to do assignments, research, etc.
- Achieve 3000 reading program

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

The school uses AMAO to assess and creat ELL goals. In addition to strategic inquiry and differentiated lesson plans teachers develop instruction and activities base on data analysis . The data reveals that for AMAO 1 students showed a reduction in scores on all levels from the scores they obtained during the 2012-2013 and the2013-2014 school year. This has been attributed to the increase in difficulty and changes in the NYSESLAT test in the 2014-2015 school year. We have also determined that training is needed for staff that administers the listening and speaking parts of the NYSESLAT test. However 37.5 % or three students out of eight scored proficient/commanding which surpasses the yearly AMAO 2 target for 2014-2015 of 15.0 %.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Patterns across performance levels on the NYSESLAT test show that 3 of the 8 students achieved a proficient/commanding score of the other five students only one student showed progress in reading. Currently three students are CM, three students are EX, one student is EN, and one student has not been tested because that student is a long term absence (LTA). Three students showed no progress in any area. We do not test in home language, only in English.

- b. School leadership and teachers in collaboration with the ELL teacher are using the results of the ELL periodic assements to identify strategies, resources, and develop lesson plans that will increase student proficiency in listening, speaking, and writing skills.
 - c. The results of periodic assessments show that students are making some progress as stated above however, three of the students that did not make progress are also students with disabilities. The ELL teacher is working very closely with the Special Education teachers to provide collaborative lessons, inquiry, and support for these students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).] below NA

6. How do you make sure that a student's new language development is considered in instructional decisions?

To insure that a child's second language development is considered in instructional decisions teachers are all advised when an Ell student is placed on their program. Our school is strong on collaboration and teachers are encourage to use their common planning time to make sure that accomodation are made and used. Teachers use differentiation and access to Esl teacher as needs be. English language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Language functions and structures are taught within the context of the lesson. The instructional components are based on the New York State ESL standards 1-5. The teacher makes extensive use of modeling and scaffolding strategies to aid students in language acquisition. To address pre-reading during reading skills, and after reading skills the ELL and classroom teachers employ strategies such as modeled reading, skimming, scanning, re-reading for detail, summarizing, read aloud, etc. Graphic Organizers are used to aid in language acquisition and writing. For more advanced students, research activities across the content area are incorporated in the lesson to aid with writing skills and reading comprehension.

Instructional materials for ELL students include ELL grammar books, modified novels, modified readers, multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers, leveled readers, bilingual Regents glossaries, and NYSESLAT prep books. Content area materials include ELL modified lesson plan teacher's aides and modified texts. Novels and oral histories based on the immigrant experience are also used to activate students' prior knowledge. Teachers utilize relia and visuals to reinforce content and vocabulary. Graphic organizers, movie clips, and picture books are used to scaffold lessons for ELLs. Moreover, teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work.

The focus for our students is language acquisition with a focus on grammar and writing. ELL is taught through a project based

curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing. Data from Acuity, regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays which mirror the tasks on the English regents. Students read op-ed articles from the New York Times to build reading and writing skills. Students receive homework nightly and also make oral presentations and write research papers related to topics from the class texts.

Students are also taught through exposure to current events in order to expose them to the culture, history, and life in the US. Classes are heavily novel based. Novels are taught using QTEL strategies. ESL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students.

To provide differentiated instruction for ELLs the results of the NYSESLAT test is used by the ESL teacher to identify each students modality. Based on the results the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as the NYSESLAT periodic assessment, Regents Prep tests, the Mid-Term and Final Exams. There is also on-going collaboration between the ELL teacher and the content area teachers. If further help is needed, we will research if bilingual tutors are a feasible option for after school tutoring. Moreover, we research the availability of bilingual computer tutorials for these students as a supplement to their education. Lastly, and perhaps most important, is that our entire staff receive professional development on how to further address their needs.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

NA

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

The results of the NYSESLAT test is used by the ELL teacher to identify students modality. For new students the NYSITEL test is administered and evaluated. Based on test results supplementary work is given such as the Achieve 3000 program. The lexile test that is available in the Achieve 3000 program is used to determine the reading level for each ELL student. Based on results of LAB-R, NYSESLAT test, teacher-made interim assessments, student conferences, teacher observation and collaboration, SMART goals an academic plan is established for each student to address any deficiencies identified during testing. Due to the low number of ELLs (4) there is no AYP goal.

Our students are serviced using a Freestanding ESL pull-out model. During pull-out, the students are instructed in an ELL classroom in heterogeneous (mixed proficiency levels) groups of no more than 4 students. The mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154. Explicit ELL instruction is delivered in the freestanding ELL program. The teacher makes extensive use of ELL and content area materials. There is also an intense look and analysis of all reports and formal assessments. Goals are evaluated and in keeping with our ultimate goal finality comes when a student graduates from the program and enters college and is able to cope at this level. Students are therefore encourage to keep in touch and they do. The success of our ELL program is evaluated based on test scores and student progress on ELL test, regents, and graduation rate.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

The initial screening of possible ELLs occurs during the enrollment of new admits (including transfer students who transfers or list notices), to 23K493. The Pupil Personnel Staff, administers the HLIS. If the HLIS indicate a language other than English, then the Pupil Personnel Staff, notifies the ELL teacher. The ELL teacher conducts an informal interview with the parent in their native language and or English. The formal initial assessment is conduct by the ELL teacher and/or the Test Coordinator. The LAB-R is administered within 10 days of enrollment. The teacher uses the State designated level of proficiency on the LAB-R to determine if the student is eligible for either Freestanding ELL, Transitional Bilingual Education or Dual Language. Using the NYSESLAT, the ELL teacher

annually evaluates ELLs, in accordance with the test coordinator's directives and the established procedures and policies outlined by the NYSESLAT guidelines. Paste response to question here:

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Currently we do not have any SIFE students. In the event a student is determined to be SIFE, the first step would be to test that student in their native language to determine where help is needed. The second step would be to address these needs with the ELL and content instructors and tailor instruction accordingly.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide](#), [ELL Identification](#) section).

The student enrollment centers verify if a student has an IEP. The necessary information is entered into ATS. The school receives the student records and access to student data including their IEP via SESIS. Once the student is enrolled the ELL teacher, the guidance Counselor, the school psychologist, and the special ed teacher evaluate the student to determine what is needed. There is great emphasis in teacher common planning meetings and inquiry team meetings on modifications to curriculum and lesson plans so that we provide multiple points of entry and differentiation for ELL-SWDs to achieve their IEP goals and content mastery.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents are advised that Brooklyn Collegiate only offers a Freestanding ELL program, however the guidance department in conjunction with the ELL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs.

During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided. Parents are kept informed throughout the school year through one on one meetings, telephone conversations and parent training. Parents are informed of District presentations, by ELL teacher and Parent Coordinator.

The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ELL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ELL teacher and telephone calls to ensure that entitlement letters, Parent Survey and Program Selection forms are distributed and returned.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide](#), [Re-Identification of ELL Status](#) section).

Paste response to question here:

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

To ensure that Parents understand all three programs choices. In the beginning of the school year, all incoming students and their parents are invited to attend an "ELL Parent Information Orientation", where they are introduced to the Principal, Assistant Principal, ELL teacher and the Parent Coordinator. An orientation video is shown in their native language that outlines available programs. The parents are informed of their choices and given an overview of each program and i.e. Transitional Bilingual Education, Dual Language, or Freestanding ELL programs. The school keeps records of parents who choose a bilingual program. This is recorded in ATS when they transfer to the other school. Parents are advised that Brooklyn Collegiate only offers a Freestanding ELL program, however the guidance department in conjunction with the ELL teacher provides information and referral to other schools that can accommodate parent request for Transitional Bilingual and Dual language programs. During the orientation parents receive a short survey to identify parental needs and preferences. They are also encouraged to ask questions. Brochures and other hand-outs are distributed. If necessary a translator is provided.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The Parent entitlement letters, Parent Survey and program selections forms are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ELL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with ELL teacher and telephone calls ensure that entitlement letters, Parent Survey and Program Selection forms are distributed and returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

The ELL teacher follows up with telephone calls until all forms are returned. Throughout the year, the school provides make up sessions for parents who missed the orientation, parent consultation with the ELL teacher and telephone calls to parents ensure that entitlement letters, Parent Survey and Program Selection forms are returned.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed and collected at the initial parent orientation meeting. If a parent fails to complete and return the documents at the orientation, the ELL teacher follows up with telephone calls until all forms are returned.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documents are maintained in the student cumulative records. Copies of ELL documentation are given to Guidance and the ELL teacher.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The school test coordinator and the ELL teacher collaborate to administer the NYSESLAT test to all ELLs. Ats reports are used to identify students that need to have the NYSESLAT test administered to them. A schedule is created and romm/proctor(s) are assigned. SStudents are then notified of the time and date of the test. The ELL teacher refers to the test during classroom time.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Letters are backpacked home and mailed via USPS. The parent coordinator and ELL teacher follow-up with a call to the parents.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Over the past few years 9 out of 10 parents have chosen the Freestanding ELL program. Our ELL population si very small therefore we do not offer transitional or dual language programs.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Free standing ELLs are provided instruction in ENGLISH with home language support. ENL skills are integrated in the lessons and student activities in the content area of instruction. We use a pull out model by which students receive the designated number of ESL instructional hours. The ELL teacher also collaborates with the classroom teachers to include activities and tasks in content area lessons for ELL students.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students in ELL are taught in English using ELL strategies, methodologies, and native language support for specific amounts of time as determined by the NYSESLAT test.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
Core content is delivered in English. A direct instruction approach is used in all classrooms. Resources and textbooks/workbooks are aligned with the common core learning standards. Content area teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work.

The focus is language acquisition with a focus on grammar and writing. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing. Data from regents exams, and state tests like the NYSESLAT drive instruction. Students also write essays which mirror the tasks on the English regents. Classes are heavily novel based. Novels are taught using QTEL strategies. ELL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students.

Based on test results the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as, teacher-made test, Regents Prep tests, and reading assessment tests.. There is also on-going collaboration between the ESL teacher and the content area teachers regarding curriculum, best practices, and establishing multiple entry points.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELL students are informed that they can take their content area exams in their home language. If a student scores below proficiency in his or her Lab R test they are allowed to do the Lab R in their native language. All ELL's are provided with dual language dictionaries.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Plan fo

ELLs in school 4-6 years/Newcomers & Developing ELL students:

Based on results of LAB-R, NYSESLAT test, ITT interim assessments, student conferences, teacher observation and collaboration SMART goals are established for each student. The objective is to provide students with the support and strategies they need for academic and transitioning out of ELL.

Plan for ELLs in school 6 years completed or more / Long Term ELL students:

Our plan for long term ELLs is to focus on intensive parental involvement through our parent coordinator. They will also be fully served by the ELL teacher in a push-in and pull-out model. These students will be encouraged to attend our after school program where they can receive additional assistance. If these strategies do not prove adequate we will investigate the availability of community support groups, peer-peer tutoring or other after school programs.

Plan for ELL Special Needs Students:

ELLs with special needs will be serviced by our Special Education teacher or in addition to the ELL instructor. These students will either be tested to ascertain what services they require, or all teachers will follow their existing IEP. Moreover, we will provide Special Education PD for our ELL teacher.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

To date we have not had this situation in our school. Should this situation arise the ELL teacher and Administration will follow the guidelines established in the ELL Policy and Reference Guide, Re-Identification of ELL Status.

8. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

There is great emphasis in teacher common planning meetings and inquiry team meetings on modifications to curriculum and lesson plans so that we provide multiple points of entry and differentiation for ELL-SWDs to achieve their IEP goals and content

Chart mastery. Software programs such as Plato Credit Recovery Program, Achieve 3000, Kahn Academy, etc. are used to provide differentiation and an additional modality.

9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 We are in the process of implementing an ICT model for all SWD students including Ell's.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements
All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|---|---|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study per week (360 min.) | 2 units of study per week (360 min.) | 1 unit of study per week (180 min.) | 1 unit of study per week (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services* |
| Chart | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day. | | | | | |

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

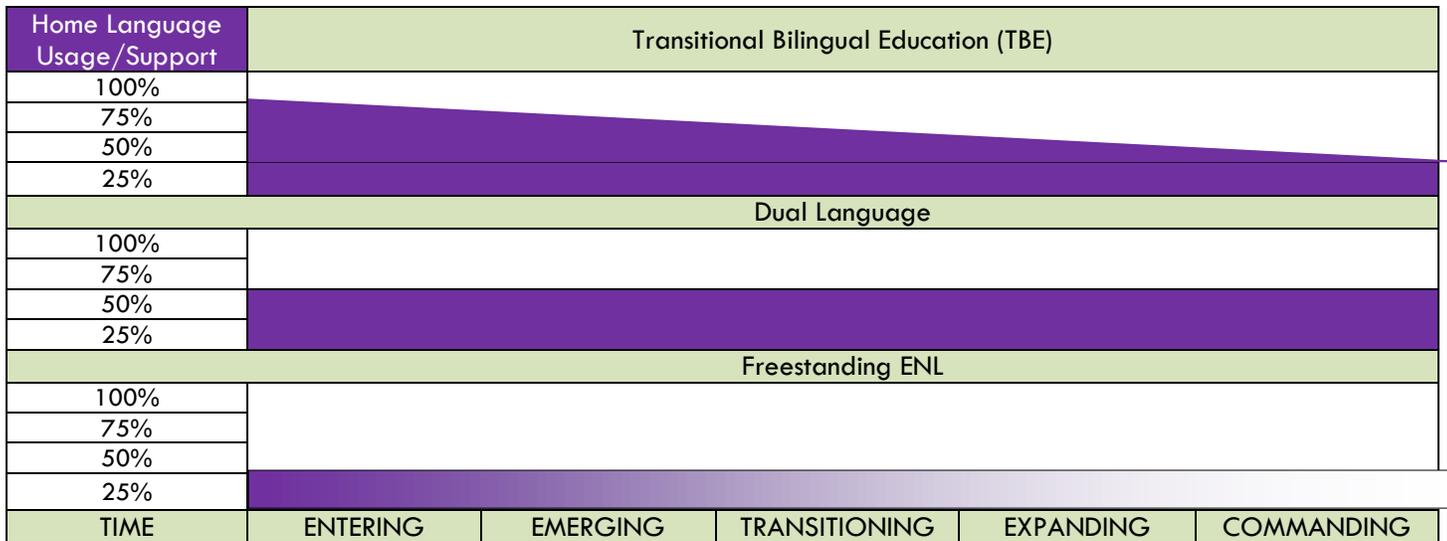


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Intervention Programs for ELLs (AIS):
The ELL teacher provides academic intervention for all ELL students in English during lunch periods two times per week and after school from 3:00pm until 4:00pm, Monday through Friday. In addition ELLs attend the 9th "Expanded time Reading/Writing Program" Monday through Friday.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL teacher and content area teachers use the results of the ELL Interim Assessments for instructional criteria. Special services for ELL students such as small group instruction and/or individual instruction is also provided. The schools LAP and ELL instruction focus on student areas of weakness so we can align instruction that is age, grade, and developmentally appropriate to ensure improvement in student performance. The native language is never used during ESL instruction. Our long term goal is to have all of our ELL students pass the Regents exam and graduate. Curently 3 students have passed at least one Regents exam.
12. What new programs or improvements will be considered for the upcoming school year?
- Teacher teams will collaborate and plan revisions of curriculum, units of study, and academic tasks with multiple points of entry to address the needs of ELLs, the lowest third, and SWDs. Curriculum revisions/modifications will be designed to cognitively engage a diversity of learners i.e. ELLs and SWD's
13. What programs/services for ELLs will be discontinued and why?
- We are continuing all of our programs for ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL's are given the same opportunities to participate in all school activities, initiatives, and programs. as general education students.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials for ELL students include ELL grammar books, modified novels, modified readers, multicultural readers, picture dictionaries, word-word dictionaries, weekly ELL newspapers, leveled readers, bilingual Regents glossaries, and NYSESLAT prep books.
- Content area materials include ELL modified lesson plan teacher's aides and modified texts. Novels and oral histories based on the immigrant experience are also used to activate students' prior knowledge. Teachers utilize relia and visuals to reinforce content and vocabulary.
- Graphic organizers, movie clips, and picture books are used to scaffold lessons for ELLs. Moreover, teachers use a variety of strategies including kinesthetic and tactile responses, web-quests, and group work. The focus for our students is language acquisition with a focus on grammar and writing. ELL is taught through a project based curriculum. The focus of instruction is reading, writing, listening, and speaking. Students learn vocabulary, grammar, writing skills, listening skills, reading, and writing.
- Data from regents exams, and state tests i.e. NYSESLAT will be used to drive instruction. Students also write essays which mirror the tasks on the English regents. Students read op-ed articles from the New York Times to build reading and writing skills. They receive homework nightly and also make oral presentations and write research papers related to topics from the class texts. Students are also taught through exposure to current events in order to expose them to the culture, history, and life in the US.
- Classes are heavily novel based. Novels are taught using QTEL strategies. ELL instruction is designed to mediate learning of various proficiency classifications through differentiated instruction for students. There is also support and accomodations for Ells up to two years after they have tested out of the program.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Home languauge support is provided through school staff that speak the native language of the student/family. In addition all correspondence is written in the parents native language.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- Currently we have an ELL teacher and 10 ELL students. We use a freestanding ELL model. We provide differentiated instruction for ELLs based on the results of the NYSESLAT test. The ELL teacher identifies the modality for each of our 10 students. The results of the NYSESLAT review book is used to address individual student needs. Grade appropriate novels are used to scaffold vocabulary and enhance reading skills. In each content area of instruction the needs of ELLs are identified using various assessments such as Regents Prep tests, teacher-made tests, and on-going collaboration between the ELL teacher and the content area teachers. The also work collaboratively to create lesson plans with multiple entry points that include strategies specifically geared to meeting the

needs of our ELL students.

The mandated number of instructional minutes is provided according to the proficiency level as per CR Part 154. Explicit ELL instruction is delivered in the freestanding ESL program. The teacher makes extensive use of ELL and content area materials. The CR Part 154 mandates are addressed in the instructional plan for language development. The ELL teacher prints out the RLAT report weekly. Students are given the amount of classes allocated according to their proficiency level. The ELL teacher also prints out the RLER report, which tells which students need to take the LAB-R test. Students are placed in the appropriate class according to their proficiency level.

The ELL teacher works with the school programmer to ensure that we provide all students will their mandated instructional minutes. High school students on beginning level receives 560 minutes of instruction and high school students on the intermediate level receives 360 minutes of ELL instruction per week. New ELL students receive instruction based on LABR results. Advanced ELL students in middle school and high school receive 180 minutes per week as required.

English language acquisition is emphasized in the content area of instruction using a balanced literacy approach with visuals and realia. Language functions and structures are taught within the context of the lesson. The instructional components are based on the New York State ESL standards 1-5. The teacher makes extensive use of modeling and scaffolding strategies to aid students in language acquisition. To address pre-reading during reading skills, and after reading skills the ELL and classroom teachers employ strategies such as modeled reading, skimming, scanning, re-reading for detail, summarizing, read aloud, etc. Graphic Organizers are used to aid in language acquisition and writing. For more advanced students, research activities across the content area are incorporated in the lesson to aid with writing skills and reading comprehension.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Newly enrolled ELLs start off the school year with a welcome orientation for both students and parents. This orientation familiarizes the students and parents with the school and the supports that are available for ELLs and their families. The ELL Orientation is facilitated by the ELL teacher, the guidance counselor, and the parent coordinator. Our parent coordinator is available to parents throughout the transition process and continues the ELL orientation as new students arrive throughout the school year

19. What language electives are offered to ELLs?

Spanish is offered as an elective in the school.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 In addition to the professional development training that is provided for all teachers Monday through Thursday from 8:00am - 8:42 the ELL teacher is scheduled to attend DOE workshops given in July and August. There is on-going professional development provided to teachers three times a week using the WestEd model for language acquisition. Teachers, administrators and support staff learn to scaffold complex text using strategies such as jig-saw, think-pair-share, and collaborative team posters.

PROFESSIONAL DEVELOPMENT PLAN FALL 2015

| DATES | TOPICS | GROUPINGS |
|-----------------|---|----------------------------|
| TUES Sept 8th | Goals, Data, Advance | Whole-Vertical- Horizontal |
| WED Sept 9th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Sept 10th | CP -SMART Teacher Goals- Alignment to RCEP | Horizontal |
| WED Sept 16th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Sept 17th | CP -Item Analysis of Diagnostic Assessments | Horizontal |
| MON Sept 21st | Lesson Planning & Domain 1 | Whole Group |
| TUES Sept 22nd | CP - Curriculum Pacing & Evidence for 3c | Vertical |
| MON Sept 28th | Domain 3 & Differentiation | Whole Group |
| TUES Sept 29th | CP -Curriculum Pacing & VT – Teacher-Student Goals Due | Vertical |
| WED Sept 30th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Oct 1st | CP-Cross Curriculum Study & Sharing Academic Voc | Horizontal |
| MON Oct 5th | Pre-AP Close Reading Strategies | Whole Group |
| TUES Oct 6th | CP-Curriculum Pacing & Lesson Planning Pre-AP Strategies | Vertical |
| WED Oct 7th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Oct 8th | CP-Sharing Academic Voc & Review of Attendance Data | Horizontal |
| TUES Oct 13th | CP-Curriculum Pacing & Lesson Planning Pre-AP Strategies | Vertical |
| WED Oct 14th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Oct 15th | CP-Cross Curriculum Study & Looking at Student Work | Horizontal |
| MON Oct 19th | Review of 1st Marking Period Data-Teacher Scholarship Reports | Whole Group |
| TUES Oct 20th | CP- Uses of Technology in the Classroom | Vertical |
| WED Oct 21st | Parent Engagement & Skedula Updates | Horizontal |
| THURS Oct 22nd | CP-Lesson Plan Review & Looking at Student Work | Horizontal |
| MON Oct 26th | Pre-AP Writing Strategies | Whole Group |
| TUES Oct 27th | CP-Pacing of Curriculum & Lesson Planning Pre-AP Strategies | Vertical |
| WED Oct 28th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Oct 29th | CP-Intervisitation Norms and Schedule | Horizontal |
| MON Nov 2nd | Review of School Wide ADVANCE Data & PD Plan | Whole Group |
| TUES Nov 3rd | CHANCELLOR's PD Day | Whole-Vertical-Horizontal |
| WED Nov 4th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Nov 5th | CP-Sharing Academic Voc & Cross Curriculum Study | Horizontal |
| MON Nov 9th | Pre-AP Reading & Writing Strategies | Whole Group |
| TUES Nov 10th | CP-Creation of Mid-Term Exams | Vertical |
| THURS Nov 12th | CP-Sharing Academic Voc & Looking at Student Work | Horizontal |
| MON Nov 16th | Looking at Student Work | Whole Group |
| TUES Nov 17th | CP -Curriculum Pacing & Finalize Mid-Term Exams | Vertical |
| WED Nov 18th | Parent Engagement & Skedula Updates | Horizontal |
| THURS Nov 19th | Review of 2nd Marking Period Data-Teacher Scholarship Reports | Horizontal |
| MON Nov 23rd | Review of Student Data- Attendance & Grad Progress | Whole Group |
| TUES Nov 24th | CP-Pacing of Curriculum & Lesson Planning Pre-AP Strategies | Vertical |
| WED Nov 25th | Parent Engagement | Horizontal |
| MON Nov 30th | Effective Strategies for Struggling Students | Whole Group |
| TUES Dec 1st | CP-Pacing of Curriculum & Lesson Planning Pre-AP Strategies | Vertical |
| WED Dec 2nd | Parent Engagement | Horizontal |
| THURS Dec 3rd | CP-Sharing Academic Voc & Cross Curriculum Study | Horizontal |
| MON Dec 7th | Creating Effective Assessments | Whole Group |
| TUES Dec 8th | CP-Pacing of Curriculum & Lesson Planning Pre-AP Strategies | Vertical |
| WED Dec 9th | Parent Engagement | Horizontal |
| THURS Dec 10th | CP-Sharing Academic Voc & Cross Curriculum Study | Horizontal |

| | | |
|----------------|--|-------------|
| MON Dec 14th | Student Engagement & Teacher Pedagogy | Whole Group |
| TUES Dec 15th | CP-Pacing of Curriculum & Lesson Planning Pre-AP Strategies | Vertical |
| WED Dec 16th | Parent Engagement | Horizontal |
| THURS Dec 17th | CP-Sharing Academic Voc & Cross Curriculum Study | Horizontal |
| MON Dec 21st | Socratic Seminars – Questioning & Discussion Techniques | Whole Group |
| TUES Dec 22nd | CP-Pacing of Curriculum & Lesson Planning Pre-AP Strategies | Vertical |
| WED Dec 23rd | Parent Engagement | Horizontal |
| MON Jan 4th | Test Taking Strategies for Students | Whole Group |
| TUES Jan 5th | CP-Creation of Finals for Non-Regents Classes | Vertical |
| WED Jan 6th | Parent Engagement | Horizontal |
| THURS Jan 7th | CP-Sharing Academic Voc & Cross Curriculum Study | Horizontal |
| MON Jan 11th | Review of 3rd Marking Period Data – Teacher Scholarship Report | Whole Group |
| TUES Jan 12th | CP- Finalize Final Exams | Vertical |
| WED Jan 13th | Parent Engagement | Horizontal |
| THURS Jan 14th | CP-Sharing Academic Voc & Cross Curriculum Study | Horizontal |
| TUES Jan 19th | CP-Pacing of Curriculum & Lesson Planning Pre-AP Strategies | Vertical |
| WED Jan 20th | Parent Engagement | Horizontal |
| THURS Jan 21st | Review of NYC Testing Handbook for Regents Exams | Horizontal |
| MON Jan 25th | Planning for Spring 2016 | Whole Group |
| MON Feb 1st | Review of Student Achievement-Spring Goal Setting- | Whole Group |

***CP – Common Planning

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

English language acquisition is emphasized in the content areas using a balanced literacy approach with visuals and realia. Lessons are aligned to the common core learning standards. Language functions and structures are taught within the context of the lesson. The instructional components are based on the New York State ELL standards 1-5. The teacher makes extensive use of modeling and scaffolding strategies to aid students in language acquisition. To address pre-reading during reading skills, and after reading skills the ELL and classroom teachers employ strategies such as modeled reading, skimming, scanning, re-reading for detail, summarizing, read aloud, etc. Graphic Organizers are used to aid in language acquisition and writing. For more advanced students, research activities across the content area are incorporated in the lesson to aid with writing skills and reading comprehension.

As stated above teachers are developed using the WestEd strategies for language acquisition. Professional development is carried out whereby teachers assume the roles of students using the workshop model. The facilitator provides a mini-lesson/focus for PD and then models strategy, after the model teachers are then asked to practice the strategy modelled. Additionally, teachers meet during strategic inquiry to create/modify lessons and units where the best practices are infused.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ELL teacher in conjunction with the guidance department meets with the teachers to advise them and collaborate on programming needs for ELL students transitioning from Middle School to High School. In addition to the high school ELL program students meet with their guidance counselors at least once a week in a one to one advisory session. During these sessions students learn time management and study skills in an effort to increase their level of success.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

On-going professional development is provided by the DOE Office of ELL. The ELL teacher provides support to content area teachers. The ELL teacher attends weekly department head meetings and is a member of the Inquiry Team. Our entire staff including guidance counselor, secretary, assistant principal, and teachers receives ELL professional development. Differentiated instruction, scaffolding, language support, vocabulary building, and process words are professional development topics. ELL training is provided throughout the year for all the staff during common preps, study groups and during monthly professional development workshops throughout the year in excess of the required 15% of total hours for all teachers and 50% of total hours for the ELL teachers per year. The main focus is on how to address the needs of our ELL students in the content area of instruction.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development program, and how do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
During prent engagement which is held once a week, the ESL and content area teachers telephone and arrange meetings with the parents.
 2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated.
Paste response here:
 3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Under the community based school (CSC) initiative the CBO, Counseling In Schools in collaboration with Brooklyn Collegiate staff will implement these activities, they will become the basis for establishing increased parent engagement and participation for all students including ELLs.
 4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The CBO in collaboration with the Parent Coordinator will implement activities and support services for parents of ELLs that will include:
 - Translation services
 - Home visits to disseminate information.
 - Facilitation of workshops given by city agencies, Local politicians, and community-based presenters regarding immigration issues, community issues, and employment and health information.
 - Family literacy services that include but are not limited to Book fairs, Book talks, and workshops conducted in collaboration with the Brooklyn Public Library.

The Parent Teacher Association (PTA) in collaboration with the Parent Coordinator, the School Based Support Team, the Pupil Personnel Office, and the Guidance Counselor will provide the following services:

 - Traumatic Stress Disorder
 - Conflict Resolution
 - Character Development
 - English Language Learners
 - Dealing with Teenagers
 - Immigration
 - Graduation Requirements
 - College Readiness
 - College Entrance Examinations (SAT/ACT)
 - SKEDULA software program home connection
 - APEX Credit Recovery Program
 - New Parents and Non-English speaking parents outreach activities
 5. How do you evaluate the needs of the parents?
Parent needs are evaluated through the CBO, the parent coordinator, guidance, and the ELL teachers based on parent meetings, parent surveys, and parent interviews.
 6. How do your parental involvement activities address the needs of the parents?
As a Renewal school, Brooklyn Collegiate will be a community based school (CSC) which has been designed as a strong and collaborative school that will support their child's education and be offered an opportunity to identify services, trainings, and workshops that would best support them in their child's education.
- In accordance with the school's Parental Involvement Policy, the school provides full opportunities for participation of ELL parents with limited exceptions. All communications will be in an understandable and uniform format, and including alternative formats upon request, and, to the extent practicable, in a language parent understands.
- Parents play an integral role in school decisions through the School Leadership Team, Parent Advisory Council (Title1), Parent- Teachers Association, and the Guidance Counselor. ELL parents are encouraged to join and participate in these organizations.
- Brooklyn Collegiate has a full time Parent Coordinator that acts as a facilitator of activities for parents, and supports full participation of parents, family workers and staff to assist. For parents with disabilities, family workers can make home visits where needed to disseminate information.
- Through our Parent Coordinator, and ELL teacher, workshops have been provided by city agency and community-based presenters to address parent needs. These workshops are presented to parents.
- Brooklyn Collegiate supports and encourages parents to obtain the skills and outreach they may need to be more effective in their child's education. Brooklyn Collegiate:
- GED Program (2 nights a week and Saturday's)
 - Computer Skills Program (3 nights a week and Saturday's)
 - Involving more fathers and male role models in our school
 - Parenting Skills/Family Support Resources

- Leadership Development (PTA, PAC, SLT, Learning Leaders, and other sub committees)
- Understanding and participation in instructional initiatives
- Workshop on Title 1 Laws and the No Child Left Behind Act of 2001
- School-based Support services
- Provide the coordination, technical assistance, and other support e.g. (Parent Co-ordinator, ESL teacher) in the planning and implementing of effective Parent Involvement activities to improve student academic achievement and school performance.
- Conduct outreach activities and training parents, (especially new Parents and non-English speaking parents)

The needs of parents are evaluated based on the School Environmental Survey, meetings with parents and the ELL teacher meetings and parents.

Strategies to increase ELL parental involvement include but are not limited to family literacy services. Book fairs, Book talks, and workshops are going on. For the 2011-2012 school year we also offer a GED program and computer classes for all parents that meet (GED and Computer).

D. Additional Information

Include any additional information that would be relevant to your LAP and would further explain and highlight your program for ELLs.

You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response here:

Part VI: LAP Assurances

School Name: **Brooklyn Collegiate**

School DBN: **23K493**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------------------------|---|-----------|-----------------|
| Heather Newman | Principal | | 12/3/15 |
| Vernessa Minto | Assistant Principal | | 12/3/15 |
| Susan Rambhajan | Parent Coordinator | | 12/3/15 |
| Joseph Abraham | ENL/Bilingual Teacher | | 12/3/15 |
| | Parent | | 12/3/15 |
| Gerard Pierre- Louis/Special E | Teacher/Subject Area | | 12/3/15 |
| | Teacher/Subject Area | | 12/3/15 |
| | Coach | | 12/3/15 |
| | Coach | | 12/3/15 |
| Winifred Lyte-Reynolds | School Counselor | | 12/3/15 |
| Donald Conyers | Superintendent | | |
| Camilla Holmes | Borough Field Support Center Staff Member | | |
| | Other _____ | | |
| | Other _____ | | |
| | Other _____ | | |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **23K493**

School Name: **Brooklyn Collegiate Preparatory**
Superintendent: **Donald Conyers**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

To determine the oral and written translation needs of the school the Parent Coordinator that enrolls students and gathers Pupil Personnel information collaborates with the ESL teacher. They review the Home Language Identification Survey, CR Part 154 report, and conduct a parental needs survey during registration. Information is also gathered during the ESL Parent Orientation meeting that is held at the beginning of the school year. The home language survey results and information provided by the parents at the ELL parent orientation is recorded on the students "Emergency Blue Card" and in the students "Cumulative Records Folder", and updated in the ATS system.

For each parent whose primary language is a covered language and who require language assistance services is given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign in each of the covered languages, is posted at the entrance of the school indicating the availability of interpretation services

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

For our eight ELL students the preferred language for both written and oral communication was English. This was determined based on a review of the Home Language Identification Survey, CR Part 154 report, and the parental needs survey conducted by the Parent Coordinator during registration and the ESL Parent Orientation meeting that is held at the beginning of the school year. The home language

survey results and information provided by the parents at the ELL parent orientation is recorded on the students "Emergency Blue Card" and in the students "Cumulative Records Folder", and updated in the ATS system.

For each parent whose primary language is a covered language and who require language assistance services is given a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. A sign in each of the covered languages, is posted at the entrance of the school indicating the availability of interpretation services

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The Parent Coordinator oversee's the translation of documents in other languages based on the Home Language Survey and the initial Parent Orientation meeting. Once the parents that require translation are identified all documents that are backpacked home. i.e. Regents test date announcements, parent handbook, SAT test date information, letters from teachers, parent newsletter, special events, Skedula notices. Google translate and in-house staff are used to translate documents.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Meet the Teacher Curriculum Night - September
Parent Teacher Conferences - November, March,
Teacher Telephone Conferences held every Tuesday
Guidance Counselor/Attendance Teacher telephone conferences on an as need basis.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Google translate and in-house staff are used to translate documents. A copy of the school Interpretation Plan and the interpretation request form is given to the content area teachers during the first staff conference along with instructions on how to fill out and document/telephone interpretation request form.

To ensure that there is timely provision of translated documents staff is instructed:

- To make requests at least one week prior to the date the document is needed.
- The request form must be completed and given to the Parent Coordinator.
- To requests interpretation service from the DOE Translation and Interpretation Unit

requests must be made at least one week in advance.

- For those languages that are not covered, a cover letter or notice is attached to the English document indicating the parent can

request free translation or interpretation of the document.

The language Palm Card is distributed to staff at the beginning of the school year.

The telephone will be used as a major source of communication. Whenever possible parents will be provided with an in house staff member to translate school correspondence.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

In cases where there is a staff member or parent that speaks the required language their assistance will be solicited.

for oral and written interpretation. DOE interpreters will be acquired when needed

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

A copy of the school Interpretation Plan and the interpretation request form is given to the content area teachers during the first staff conference along with instructions on how to fill out and document/telephone interpretation request form. The Parent Coordinator is identified as the point person and everyone receives the language Palm Card.

The telephone will be used as a major source of communication. Whenever possible parents will be provided with an in house staff member to translate school correspondence.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

Parents identified as requiring translation services receive written directions on how to contact the Parent Coordinator for oral interpreter services.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

To gather feedback on the quality and availability of translation services we conduct parent survey's through the PTA, the SLT, parent meetings and phone calls to parents from the Parent Coordinator.